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ABSTRACT

This curriculum is divided into eight modules: personal identification (name, native country, family, address, and telephone number); time and calendar (time, daily routine, days, and months); weather and seasons; shopping (money and price of clothes); location and direction; health (body parts, problems, and emergencies); housing (rooms/furnishings and problems); and employment (job titles and work experience). Each module is divided into units with communication objectives the students are to achieve. Each module follows the same format: module page; unit cover page; unit lesson plan (presentation, practice, and expansion); and handouts. Each module has visuals which serve as graphic representations of the language being taught. Cue cards and handouts are included. (Adjunct ERIC Clearinghouse for ESL Literacy Education.) (SM)

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NEIGHBOR TO NEIGHBOR

An English as a Second Language Curriculum for Volunteers

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Elizabeth M. Bailey
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Resources for visuals:

Basic Vocabulary Builder, National Textbook Co.
Practical Vocabulary Builder, National Textbook Co.
The Card Book, Alemany Press

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USING THE CURRICULUM

The **Neighbor to Neighbor** curriculum was written to meet the needs of volunteers teaching beginning level English as a Second Language to adults. The goal of the program is to assist newcomers become integrated more quickly into the community in which they live. The curriculum is divided into eight modules:

1. Personal Identification
2. Time and Calendar
3. Weather
4. Shopping
5. Location and Direction
6. Health
7. Housing
8. Employment

Each module is divided into units - the communication objectives the students are to achieve. For example: HEALTH 3. REQUEST ASSISTANCE IN AN EMERGENCY SITUATION. The objective of the third unit in the Health module is that students will to be able to make emergency phone calls.

Each module of the curriculum follows the same format:

1. **MODULE PAGE** - Identifies the objectives of the module

2. **UNIT COVER PAGE** - Presents the objectives, language examples, grammar, and materials needed to teach the unit

3. **UNIT LESSON PLAN** - Gives instructions for teaching the unit

    Each lesson plan is divided into three parts:

    PRESENTATION: How to introduce the new material

    PRACTICE: How students will practice the language taught

    EXPANSION: Additional activities

4. **HANDOUTS** - The written activities which go along with the lesson

Every MODULE has **visuals** which serve as a graphic representation of the language being taught.

To prepare for a class, look at the UNIT COVER PAGE to become familiar with the objective of the unit and to determine the visuals, handouts, and other materials needed to teach the lesson. Then familiarize yourself with the UNIT LESSON PLAN.

TEACHING A CLASS

Because of variations in class size, class make up, and the number and length of class sessions, it is not possible to determine how long it will take to complete a unit. In addition, some units contain more material than others and will require more class time. It is not expected that all students will be able to learn all the material taught in any unit. This is not a problem, however, since language skills are recycled throughout the curriculum.

Since this is an open entry program, you may see some different faces each time you teach. It is helpful to have students make **namecards**. Have students write their names on folded index cards or paper to put on their desks. In this way you will know your students' names, and they will also know each other's names.

Although your students will not be able to speak much English, it is important to let them know what the objective of the lesson is. It helps the students to know what to focus on and what they are expected to learn. This can be accomplished by simply saying, "Tonight we are going to talk about money." You can continue setting the scene for the class by talking a little more about how the topic is related to their lives. For example, "We use money to buy things."

PRESENTATION During the presentation portion of the lesson we introduce the new language and vocabulary to the students. This is usually done by using **visuals** and/or **realia** (actual items). Try to teach the vocabulary within a natural context. Rather than saying, "This is a foot," say "My foot hurts." At this time the students are listening first as the teacher repeats a phrase or sentences. After having heard the new language a few times, the students are then asked to repeat it.

The phrase **first chorally, then individually** appears frequently throughout the presentation section of the lesson. It is best for a student to first repeat something with the whole group before being asked to say it on his/her own. Students often need a chance to try things out in the anonymity of a group, without fear of others hearing mistakes. (There is safety in numbers!)

After each visual is introduced to the class, it is displayed in the front of the room. As you continue with the other visuals be sure to **review** and **check for comprehension**. Keep going back so that students remember what they have been taught for each visual.

PRACTICE While this may take up less space in the lesson plan than the presentation, it actually is the core of the lesson. Having students **use the language** taught is, of course, the aim of the lesson so most of the class time should be devoted to practice.

There is usually an activity which involves the students using the visuals. The teacher asks a question or makes a statement and the student with the corresponding visual brings it to the front of the room. This whole group activity is then followed by pair or small group work. The students practice a short dialogue or work with questions and answers using **cue cards** or referring to a handout.

The focus of much of the presentation and practice is speaking, not writing. This is because that is how most communication takes place on a day to day basis. At this point, speaking and listening are the main focus.

After the students have had an opportunity to practice with each other, there is often a handout which serves as a written comprehension check. You can see if the students have understood the lesson. The students can see for themselves if they understand is as well. These handouts also give the students a printed page to take home and study. Since they have no text books, these handouts and their picture dictionaries are important for them.

EXPANSION This section of the lesson plan gives suggestions for additional activities and ideas for field trips. The activities can be done with the whole group or may be more appropriate for certain small groups of students. If some students need more practice with the basic lesson, other students can work on an expansion activity. Expansion activities often involve writing. Students with higher writing skills could do these while others continue working on their oral skills. You can work with one group of students while another works on their **picture dictionaries**.

Picture dictionaries provide the students a way to remember vocabulary learned in class and to expand on that vocabulary. Keep magazines and catalogues, scissors, and tape or glue available in the classroom. Students cut out pictures, attach them to paper, and label them. This is especially useful for topics like parts of the body, clothing, colors, family, and furniture.

Field trips offer valuable learning experiences for students. The outside-the-classroom activities suggested in the expansion section of the lesson plans are directly related to the topic of the lesson. These trips would let the students **see** what they have been studying and give them an opportunity to use the language in a real-life situation. Also, students who are hesitant to participate inside a classroom often open up when outside.

USING VISUALS

The visuals used with this curriculum are a link between words and the world -- the students "see" what they are learning about. Whenever possible, pictures from magazines or other sources and realia, actual items, should also be used.

INTRODUCING

1. Hold up visual. Identify what it is by saying, "This is a ______ ," or by using a simple sentence, "My foot hurts."

After you repeat this several times, the students repeat, first chorally (as a group), and then individually. Display the visual on the board when through.

REVIEWING

1. Point to visuals displayed on the board and ask a variety of questions:

Where is the ____? (Students point.)

Is this a ____?

Is this a ____ or a ____?

What is this?

2. Hand out the visuals to the class. Ask questions or make statements so that the student with a specific visual will bring it to the front of the class.

Who has a ____? (cold)

I need a ____. (shirt)

I'm going to the ____. (library)

3. Hand out visuals to the class. Ask students questions which they answer using the visuals they are holding.

T: How's the weather? S: It's hot. (Holds up visual.)

4. Write numbers on the board. Ask that visuals be placed under certain numbers.

Put ___ under 1.

The ___ is number 5.

5. Use word labels to identify written form of the visuals on the board. Have students match labels with visuals.

LINE DIALOGUES

This activity gives students the opportunity to practice short dialogues over and over again with different partners. It also encourages peer teaching.

1. Students form two lines facing each other.

2. Students in LINE A have **cue cards**. These cue cards are used to elicit responses from students in LINE B.

3. LINE A remains stationary, repeating the same questions while LINE B looks at cue cards, responds, and moves right. The last person moves to the beginning of the line. Continue until everyone in LINE B has responded to everyone in LINE A. All pairs are talking at the same time.

4. LINE A gives cue cards to whomever is opposite in line B. Repeat the procedure.

EXAMPLE: Health Problems

$$\begin{array}{cccc} A_1 & A_2 & A_3 & A_4 \\ & & & \\ B_1 & \rightarrow B_2 & \rightarrow B_3 & \rightarrow B_4 \\ \uparrow & \leftarrow & \leftarrow & \downarrow \end{array}$$

LINE A has cue cards of health problems.

A_1: (holding up **fever** card) How are you?
B_1: I'm sick. I have a **fever**. [Moves down the line to A_2]
A_2: (holding up **cold** card) How are you?
B_1: I'm sick. I have a **cold**. [Moves down the line to A_3]

The teacher can monitor by standing outside the lines or by participating in either one of the lines.

In the beginning this technique may seem a bit chaotic. However, as it becomes part of the class routine and the students get used to it, it will prove to be a very valuable practice activity.

PRONUNCIATION

Second language learners have pronunciation problems for a variety of reasons. The most common are:

- the sound does not exist in the first language
- the sound exists in a different position

The pronunciation of certain sounds or combinations of sounds can be very difficult for some students. Therefore, it is important not to spend too much time on pronunciation problems as it can really frustrate and inhibit students. As a general rule, do not be too concerned with a pronunciation problem unless it truly impedes communication.

MINIMAL PAIR DRILLS

First, students must be able to **hear** that there is a difference between two sounds. Next, they must be able to **identify** the two sounds. Finally, they **produce** the sounds.

Suppose you want to work on the sound of short i (like the 'i' in sit). You will contrast that sound with the sound it is most often confused with - in this case, long e (seat).

Write two columns of words on the board:

1	2
beat	bit
seat	sit
heat	hit

1. Say the words going down Column 1 several times.

2. Say the words going down Column 2 several times.

3. Say the words going across (beat, bit).

NOTE: Watch your intonation. The tendency is to raise your voice after the first word and lower it after the second. This may confuse the students into thinking that the rising and falling intonation is the distinguishing characteristic of the two sounds. Monitor your voice and make sure both words are said with falling intonation.

HEARING

4. Say two words and ask students if they are the same or different. You can have students raise one finger for same and two fingers for different.

T: beat, bit S: (Two fingers)
T: bit, bit S: (One finger)

DISTINGUISHING

5. Say a word and have students identify which column it comes from. This can also be done by holding up fingers.

T: hit S: (Two fingers for Column 2)

You can also say two or three words and have students identify the columns.

T: hit, hit S: 2, 2
T: hit, heat, hit S: 2, 1, 2

PRODUCTION

6. Say each word in Column 1 and have students repeat.

7. Say each word in Column 2 and have students repeat.

8. Say the words going across the columns and have students repeat. (At this point, students should be repeating chorally and individually.

9. Say a word from Column 1 and ask students to give you the corresponding word from Column 2. Randomly choose words from each column. The students should always give you the "opposite" word.

10. A student says a word from one column. Another student gives the corresponding word from the other column.

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PERSONAL IDENTIFICATION 1

TIME AND CALENDAR 2

WEATHER AND SEASONS 3

SHOPPING 4

LOCATION AND DIRECTION 5

HEALTH 6

HOUSING 7

EMPLOYMENT 8

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MODULE 1
PERSONAL IDENTIFICATION

OBJECTIVES:

UNIT 1: ***GIVE INFORMATION ABOUT SELF: NAME***

UNIT 2: ***GIVE INFORMATION ABOUT SELF: NATIVE COUNTRY***

UNIT 3: ***GIVE INFORMATION ABOUT SELF: FAMILY***

UNIT 4: ***GIVE INFORMATION ABOUT SELF: ADDRESS***

UNIT 5: ***GIVE INFORMATION ABOUT SELF: TELEPHONE NUMBER***

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PERSONAL IDENTIFICATION
UNIT 1: NAME

OBJECTIVE

- *Give information about self: name.*

LANGUAGE EXAMPLES	**GRAMMAR**
My name is ________________.	**Possessive adjectives**: my, your, his, her
What's your name?	**Question Words:** what

MATERIALS:

VISUALS:
man with name tag
woman with name tag

* Bring in name tags

HANDOUTS:
ID 1.1

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PERSONAL IDENTIFICATION -- NAME

PRESENTATION

- As students come into the room, ask them to write their names on a name tag and put it on. You should also have a name tag.

- Hold up the visuals of the man and the woman face to face. Have one ask, "What's your name? The other responds, "My name is ________."

- Say "Hi. My name is ______." Point to your name tag and say, "My name is ________." Repeat several times.

- Ask a student, "What's your name?" If the student has trouble answering, point to his/her name tag and repeat the question. Continue with other students.

Note: Short responses are appropriate.

- Say, "What's your name?" Have students repeat, first chorally, then individually.

- Write the question and answer on the board for students to copy.

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PRACTICE

- Have students go around the room saying, "My name is ________. What's your name?" One student asks another student. That student responds and asks a third, and so on.
- Give students **Handout ID 1.1**. Have students work individually. Circulate and check answers.

EXPANSION

- Add "Nice to meet you," and "Nice to meet you, too," to the dialogue.
- Have students ask and answer the questions about each other: "What's **her** name? **Her** name is Ana."

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1. NAME____

2. ____
Last Name **First Name**

3. NAME____
LAST **FIRST**

4. ____
FIRST NAME **LAST NAME**

5. Name____
First **Last**

6. ____
LAST NAME **FIRST NAME**

PERSONAL IDENTIFICATION
UNIT 2: COUNTRY

OBJECTIVE

- ***Give information about self: native country.***

LANGUAGE EXAMPLES

Where are you from?
I'm from ________.

GRAMMAR

Question words: where
BE contractions

MATERIALS:

VISUALS:

world map
man
woman

* Bring in globe or world map, if possible

HANDOUTS:
ID 2.1, ID 2.2

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PERSONAL IDENTIFICATION -- COUNTRY

PRESENTATION

- Hold up the visuals of the man and the woman face to face and have one ask "Where are you from?" The other responds, "I'm from El Salvador."

- Using a world map or the visual of the world map, point out continents and countries. Display in the front of the room.

- Point to the United States and say, "I'm from the United States." (If the U.S. is not your country of origin, then point to your country of origin.) Repeat several times.

- Say again, "I'm from the United States. Are you from the United States?" Have students respond. Then ask, "Where are you from?" Have each student respond.

- Write the question and answer on the board for students to copy.

PRACTICE

- Have students go around the room saying, "I'm from _________. Where are you from?" One student asks another student. The second student responds and asks a third, and so on.

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- Give students **Handout ID 2.1**. Have students circulate and fill in the grid by asking, *"What's your name?"* and *"Where are you from?"*

- Give students **Handout ID 2.2**. Have students work individually. Circulate and check their answers.

EXPANSION

- Have students write sentences about who they are and where they are from. For example, "My name is Carmen. I'm from Chile."

- Teach the different words for nationalities. For example, "I'm from Mexico. I'm Mexican."

- Have students identify their native countries on the map.

- Elicit from students what they would say the first time they meet somebody. The dialogue should look something like this:

  A: Hi. My name is __________. What's your name?

  B: My name's _________. Nice to meet you.

  A: Nice to meet you, too. Where are you from?

  B: I'm from ___________. Where are you from?

  A: I'm from __________.

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PERSONAL IDENTIFICATION
UNIT 3: FAMILY

OBJECTIVE

- *Give information about the family.*

LANGUAGE EXAMPLES

Who is he?
This is **my** wife.

GRAMMAR

Question words: who
Possessive adjectives: my, your, his, her

MATERIALS:

VISUALS (Family members):

family
mother
father
son
daughter
baby
grandmother
grandfather
family tree

LABELS:

father
mother
husband
wife
son
daughter
brother
sister
grandmother
grandfather
grandson
granddaughter

HANDOUTS:

ID 3.1, ID 3.2, ID 3.3

AVAILABLE

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Ask your classmates questions.

NAME	WHERE ARE YOU FROM?

Name ______________________
First Last

---

1. **Country**______________________

2. **Native Country**______________________

---

3. **NAME**______________________
Last **First**

COUNTRY______________________

---

4. **NAME**______________________
First **Last**

NATIVE COUNTRY______________________

PERSONAL IDENTIFICATION -- FAMILY

PRESENTATION

- Hold up the visual of the family. Say, "This is a family." There is a father, a mother, and three children. Display the visual in the front of the room.

- Point to the father and say, "father". Repeat several times. Then have students repeat, "father".

- Hold up the visual of the father and say, "He is the father." Repeat several times. Ask, "Who is he?" and have students respond "He is the father," first chorally, then individually.

- Display the visual in the front of the room and continue with other family members. Review at random, asking "Who is he/she?"

- Hold up the label that says father. Say, "Father." Have students repeat, first chorally, then individually. Place the label with the corresponding visual.

- Hold up visual of the family tree. Point out family members and have students repeat. Identify one member of the family tree as yourself. Identify your relationship to the people on the family tree and their relationship to you. For example, say, "This is my father. He is my father. I am his son/daughter." Continue for the rest of the family tree.

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- Give students **Handout ID 3.1**. Ask students to identify family members. Write the answers on the board and have students copy.

PRACTICE

- Give visuals of family members to students. Ask for the father. The student with the visual of the father should come to the front of the room. Continue with all the visuals.
- Give labels to students. Have students match the labels with the visuals.
- Have students draw their own family trees, including names. Have them show their trees with their classmates and identify the members of their family. For example, "This is my mother. Her name is Rosa."
- Have students form small groups. Give each group a set of family labels (MOTHER, FATHER, etc.) Have students distribute labels among themselves. Then, have students introduce themselves and members of their family to members of other groups. They should follow this dialogue:

A: Jose , this is my sister , Ann .
(name) (relationship) (name)

B: Nice to meet you.

A: Nice to meet you, too.

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- Give students **Handout ID 3.2**. Have students circulate and fill in the grid by asking, *"Are you married? Do you have children? How many sisters and brothers do you have?"*
- Give students **Handout ID 3.3**. Have students work individually. Circulate and check their answers.

EXPANSION

- Bring in photographs of your family and show them to the students. Ask students to bring in photographs of their families to share with their classmates.
- Teach the words for members of the extended family: aunt, uncle, cousin, niece, nephew, etc.
- Have students work on picture dictionaries. Bring in magazines so that students can cut out pictures and label them as mother, father, etc.

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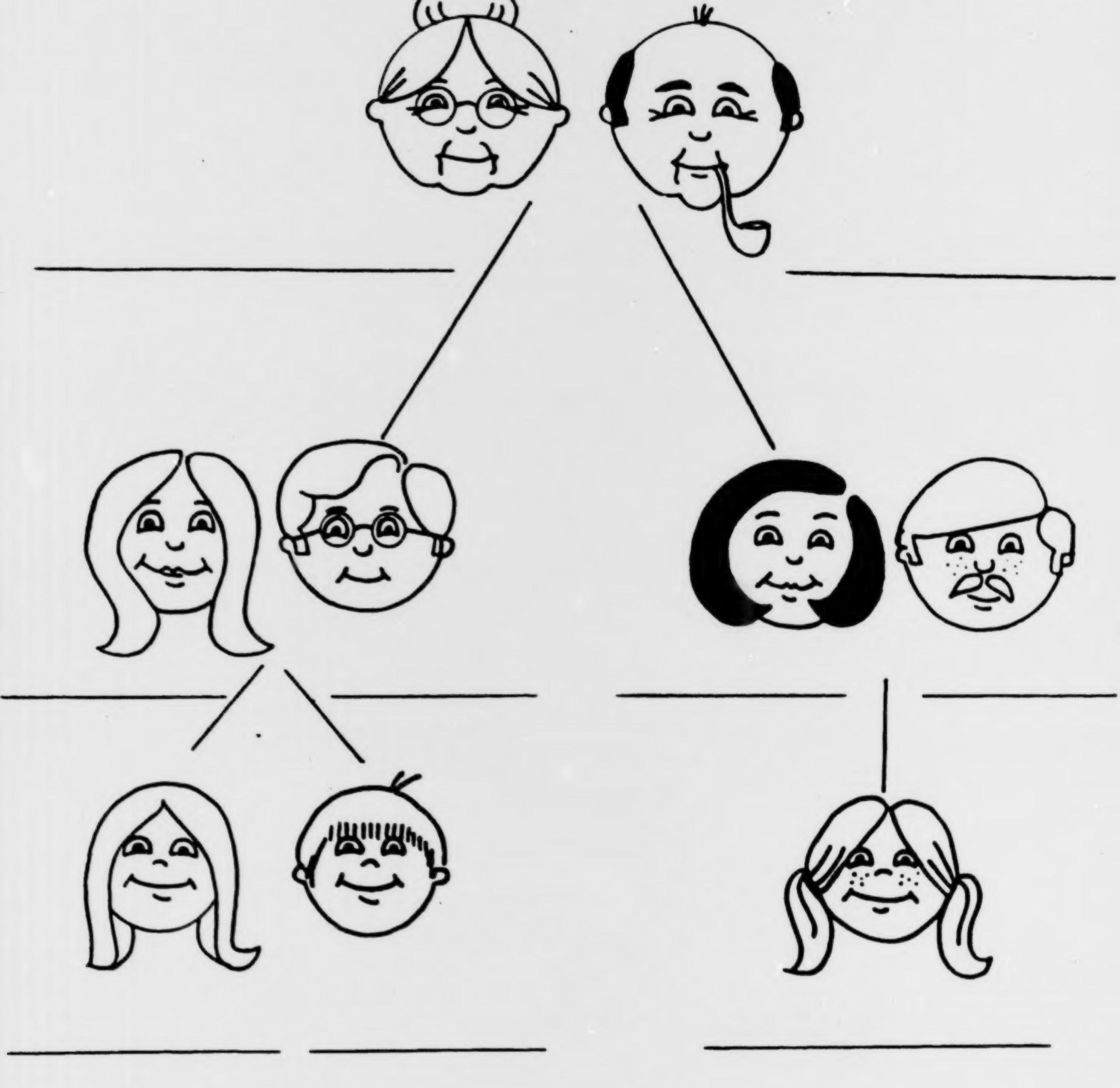
Handout ID 3.1
Personal Identification Family



Ask your classmates questions.

NAME	ARE YOU MARRIED?	DO YOU HAVE CHILDREN?	HOW MANY BROTHERS AND SISTERS DO YOU HAVE?

NAME__________________________
FIRST LAST

COUNTRY________________________

NAME____
Last **First**

Single / / **Married** / /

NAME OF HUSBAND/WIFE___________________________________
Last **First**

NAMES OF CHILDREN

Last	**First**

PERSONAL IDENTIFICATION
UNIT 4: ADDRESS

OBJECTIVE

- *Give information about self: address.*

LANGUAGE EXAMPLES

What's your address?
My name is
__________________.

GRAMMAR

Question words: what
Possessive adjectives: my

MATERIALS:

VISUALS:	LABELS:
building	number
man	city
woman	street
	apt. #
	state
	zip code

HANDOUTS:
ID 4.1

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PERSONAL IDENTIFICATION -- ADDRESS

PRESENTATION

- Hold up the visuals of the man and the woman. Have one ask the other, "What's your address?" The other responds, "My address is 123 North Glebe Road."

- Hold up visual of building, point to the street sign and say, "This is my street. I live on Columbia Pike."

- Point to the building and say, "This is my building. It's number 5550. I live in this building in apartment number 121."

- Say, "My address is 5550 Columbia Pike apartment 121." Repeat several times. Write the sentence on the board and point to the different parts of the address: number, street, and apartment number. Put the corresponding address word label under each part.

- Say, "My address is 5550 Columbia Pike apartment 121. What's your address?" Help students recite their addresses. Make sure they use North or South when it is part of the street name.

- Once students can give their street address, add city, state, and zip code.

- Say, "What's your address?" Have students repeat, first chorally, then individually. Write it on the board for students to copy.

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PRACTICE

- Have students practice asking and answering the question "What's your address?" in pairs or small groups.
- Have students dictate their addresses in pairs or small groups.
- Give students **Handout ID 4.1**. Have students work individually. Circulate and check answers.

EXPANSION

- Teach the abbreviations for street, road, drive, etc.
- Draw a rectangle on the board and demonstrate the correct way to address an envelope. Have students do the same on a sheet of paper.

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PERSONAL IDENTIFICATION
UNIT 5: TELEPHONE NUMBERS

OBJECTIVE

- ***Give information about self: telephone numbers.***

LANGUAGE EXAMPLES	**GRAMMAR**
What's your telephone number? **My** telephone number is ________________.	**Question words**: what **Possessive adjectives:** my, your, his, her

MATERIALS:

VISUALS:	**LABELS:**
telephone	name
man	male
woman	single
	female
	telephone
	native country
	married
	address

HANDOUTS:
ID 5.1

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Name____________________

Country____________________

---

1. **Street**____

City____

State____

Zip Code____

---

2. ____
Number **Street** **Apt. #**

---

3. ____
City **State** **Zip Code**

---

4. **ADDRESS**____
Number **Street** **Apt. #**

____
City **State** **Zip Code**

---

5. **Name**____________________________ **Country**____________________
Last **First**

Address____
Number **Street** **Apt. #**

____
City **State** **Zip Code**

PERSONAL IDENTIFICATION -- TELEPHONE NUMBER

PRESENTATION

- Hold up the visuals of the man and the woman. Have one ask the other, "What's your telephone number?" The other responds, "My telephone number is 703-987-6543."
- Review the numbers from 0 to 9.
- Hold up the visual of a telephone and say, "My telephone number is (give any number and tell them it's an example, not your real number -- unless you want the students to have your number.) Repeat the telephone number several times.
- Point out to the students how we usually recite each number in a telephone number individually. Say the area code, the first three numbers, the two numbers, and the last two numbers.
- Ask individual students, "What's your telephone number?" Have them respond with their numbers or by saying, "I don't have a telephone."
- Model, "What's your telephone number?" and have students repeat, first chorally, then individually.
- Write the question and answer on the board for students to copy.

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PRACTICE

- Have students ask and answer each other about their telephone numbers.
- Have students dictate their phone numbers to the class.
- Give students **Handout ID 5.1**. Display the word labels in the front of the room and have students locate the words on the handout. Check for comprehension. Have students complete the form individually. Circulate and check their answers.

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Handout ID 5.1
Personal Identification:Telephone

NAME____
Last First

ADDRESS____
Number Street Apt. #

____
City State Zip Code

TELEPHONE ( ) ____________________

NATIVE COUNTRY____________________

/ / **MALE** / / **FEMALE** / / **SINGLE** / / **MARRIED**

NAME OF HUSBAND/WIFE______________________________
Last First

NAMES OF CHILDREN **M/F**

____________________________________ __

____________________________________ __

____________________________________ __

____________________________________ __

____________________________________ __

MODULE 2
TIME and CALENDAR

OBJECTIVES:

UNIT 1: TELL TIME

UNIT 2: TALK ABOUT DAILY ROUTINE

UNIT 3: IDENTIFY THE DAYS OF THE WEEK

UNIT 4: IDENTIFY THE MONTHS OF THE YEAR

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TIME and CALENDAR
UNIT 1: TELL TIME

OBJECTIVE

- ***Tell time.***

LANGUAGE EXAMPLES	**GRAMMAR**
What time is it? **It's** 1:00.	**Question words**: what **BE contractions**

MATERIALS:

Bring in or make a clock with moveable hands. Have students make clocks for themselves using paper plates, cut-out hour and minute hands, paper fasteners and markers.

HANDOUTS:
T/C 1.1, T/C 1.2

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TIME AND CALENDAR -- TIME

PRESENTATION

- Set the clock to 1:00. Say, "It's 1:00." Have students repeat, first chorally, then individually. Continue telling time on the hour to 12:00.

- Set the clock to 1:00. Have students count with you to 15 as you move the minute hand to the 3. Say, "It's 1:15 (one fifteen)." Have students repeat, first chorally, then individually.

- Have students count with you to 30 as you move the minute hand to the 6. Say, "It's 1:30 (one thirty)." Have students repeat, first chorally, then individually.

- Have students count with you to 45 as you move the minute hand to the 9. Say, "It's 1:45 (one forty-five)." Have students repeat, first chorally, then individually.

- Have students count with you to 60 as you move the minute hand to the 12 and the hour hand to the 2. Say, "It's 2:00." Have students repeat, first chorally, then individually.

- Have students make their own clocks. Distribute the materials and show them how to make paper plate clocks.

- Set your clock and say what time it is. Have students set their clocks and repeat the time. Repeat this procedure using only hour (o'clock), quarter-hour (fifteen), and half-hour (thirty).

- Ask, "What time is it?" Have students repeat, first chorally, then individually.

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- Set the clock and ask, "What time is it?" Respond, "It's ______." Ask students the question and have them respond appropriately.

- Write the question and answer on the board for students to copy.

PRACTICE

- Have students work in pairs asking questions about time. One student of each pair should set his/her clock out of sight of his/her partner. The partner asks, "What time is it?" and sets his/her clock according to the response given. The partners then compare clocks to see if they agree.

- Give students **Handout T/C 1.1**. Have students complete and compare answers.

- Give students **Handout T/C 1.2**. Read the time and have students put an X on the appropriate clock.

EXPANSION

- Have students tell time using phrases such as a quarter after and a quarter to.

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TIME and CALENDAR
UNIT 2: DAILY ROUTINE

OBJECTIVE

- *Talk about daily routine.*

LANGUAGE EXAMPLES	**GRAMMAR**
What time do you _______? I **get up** at 6:00.	**Question words**: what **Simple present**

MATERIALS:

VISUALS (Daily activities):

get up
have breakfast
go to work
get the bus
have lunch
go home
have dinner
study English
watch TV
go to bed

CUE CARDS

HANDOUTS:

T/C 2.1, T/C 2.2

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TIME AND CALENDAR -- DAILY ROUTINE

PRESENTATION

- Hold up the visual of hand turning off the alarm clock. Point to the clock and say, "I get up at 6:00." Repeat several times. Have students repeat.

- Ask, "What time do you get up?" Have students respond, "I get up at 6:00," first chorally, then individually. Display the visual in the front of the classroom.

- Hold up the visual of the person having breakfast. Point to the clock and say, "I have breakfast at 6:30." Repeat several times and have students repeat.

- Ask, "What time do you have breakfast." Have students respond, "I have breakfast at 6:30," first chorally, then individually. Display the visual in the front of the classroom.

- Review what you have done so far by pointing to the visuals and saying, " I get up at 6:00. I have breakfast at 6:30."

- Continue introducing visuals as above, reviewing after each one.

- Point to a visual. Have students ask you the question. For example, point to the first visual and have students ask, "What time do you get up?" Answer for **your** daily routine. Continue with other questions about **your** daily routine.

- Give students **Handout T/C 2.1**. Write questions and answers on board for students to copy.

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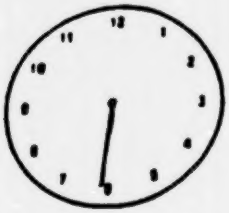
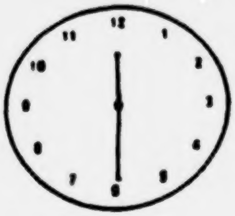
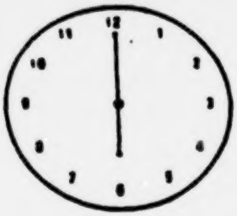
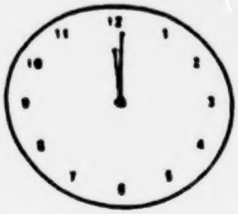
Handout TC 1.1
Time/Calendar: Time

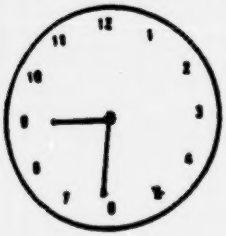
What time is it?

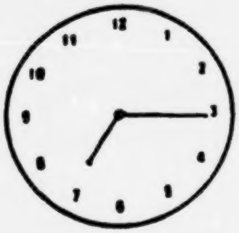

A. 6:30

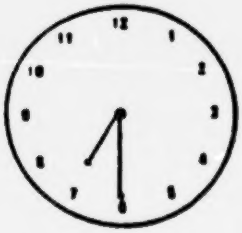

B. ________

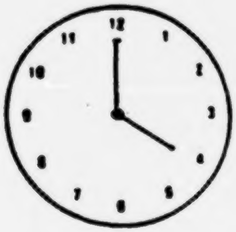

C. ________

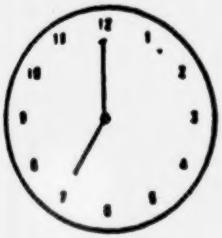

D. ________

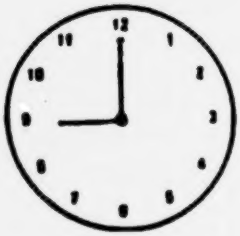

E. ________

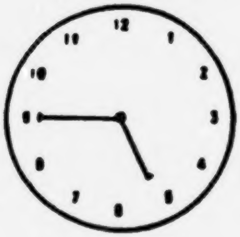

F. ________

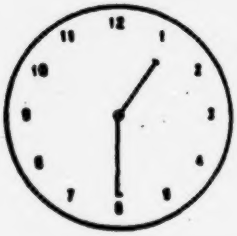

G. ________


H. ________

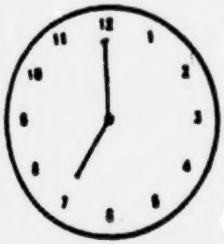

I. ________

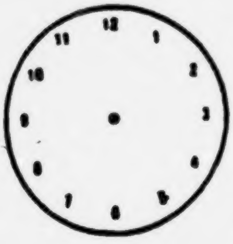

J. ________

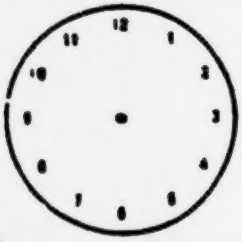

K. ________


L. ________

Set the clock.

7:00


8:00


10:00


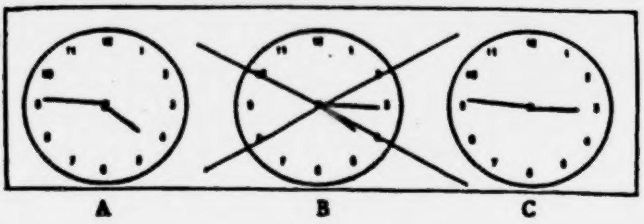
1:00

What time is it?

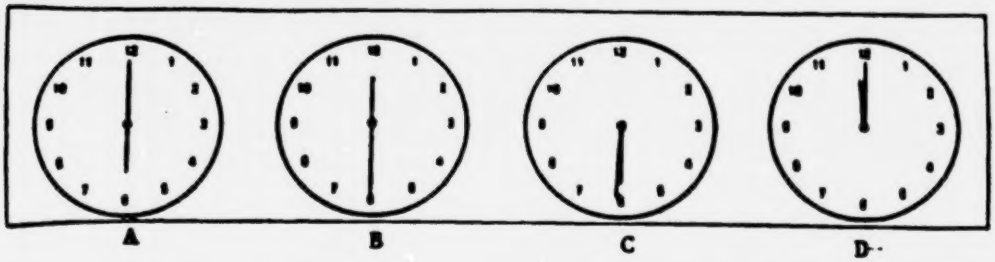
Put an X on the clock with the correct time:

Example: Teacher: "It's four fifteen."

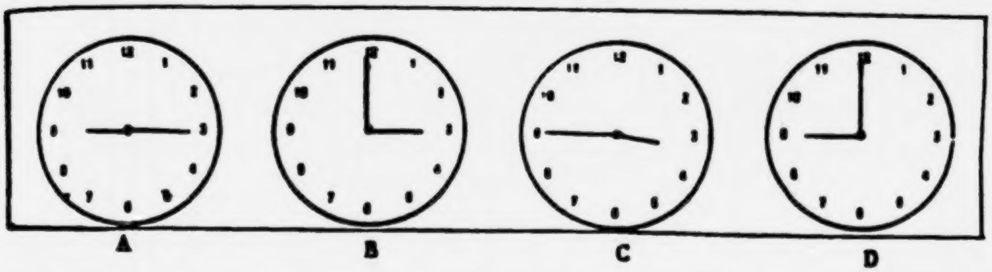
Student:



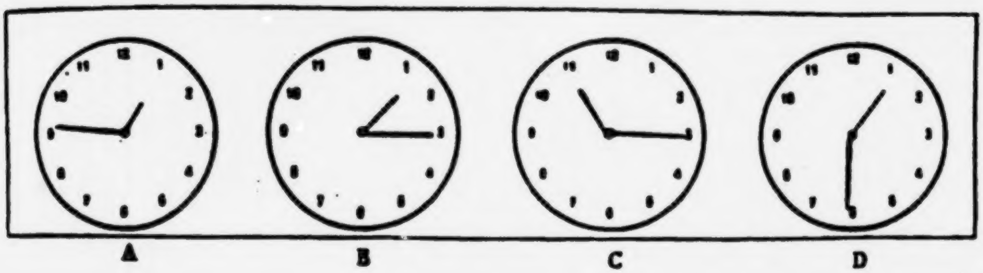
1.



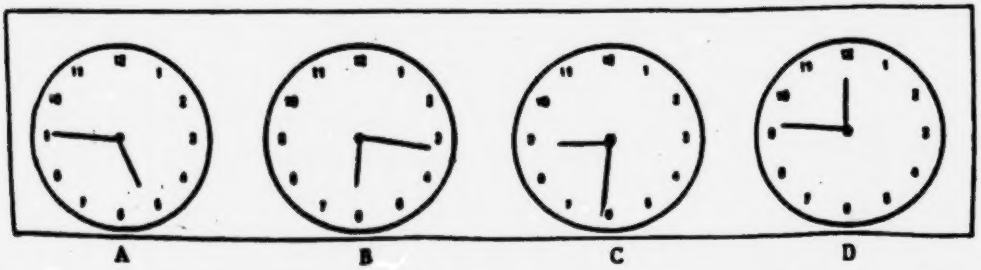
2.



3.



4.



PRACTICE

- Hand visuals to students. Ask, "What time do you get up?" The student with the appropriate visual should give an answer and display the visual in the front of the room. Continue with all the visuals.

- Hand out cue cards. Have students work in pairs asking and answering questions about their daily routines.

- Give students **Handout T/C 2.2**. Have students circulate and fill in the grid by asking questions about daily routine.

EXPANSION

- Have students write about their daily routine.

- With the same visuals, ask questions about **he** and **she**.

- Using the same visuals, introduce the **present continuous**. Talk about what is happening now. For example, "It's 6:00. **I'm getting** up. It's 6:30. **I'm having** breakfast."

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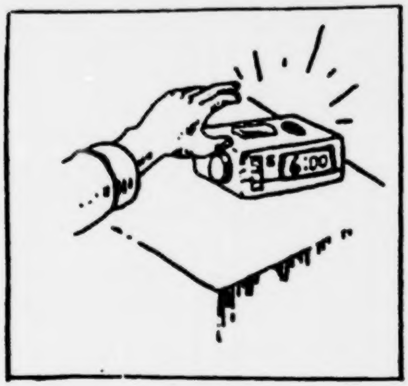
Handout TC 2.1
Time/Calendar: Daily Routine

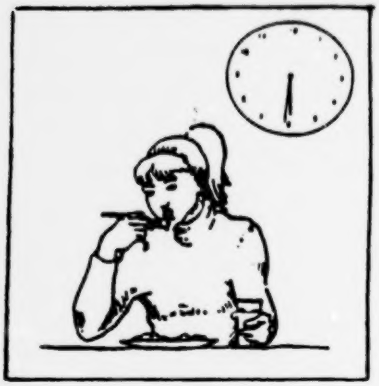
Write the questions and answers.

Name ______________________



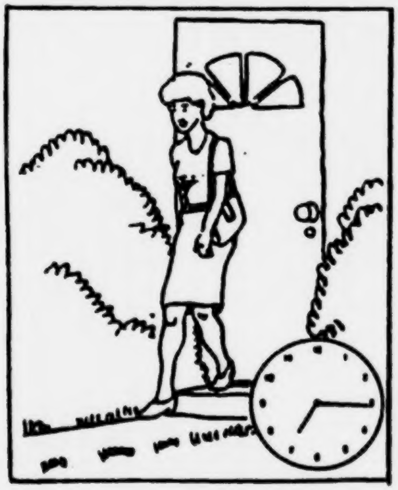
1. What time do you get up?

I get up at 6:00.



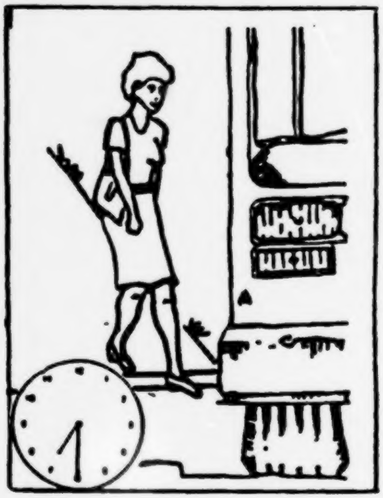
2. ______________________________

____



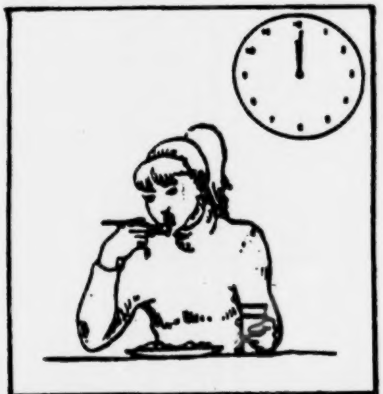
3. ______________________________?

______________________________.



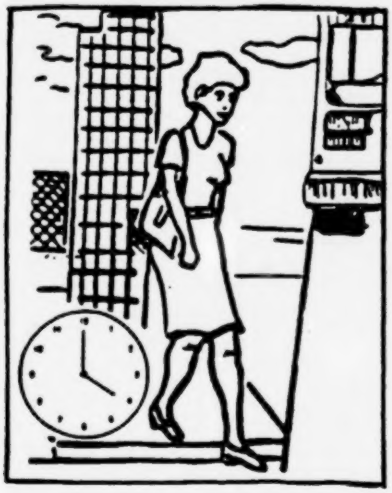
4. ______________________________

____



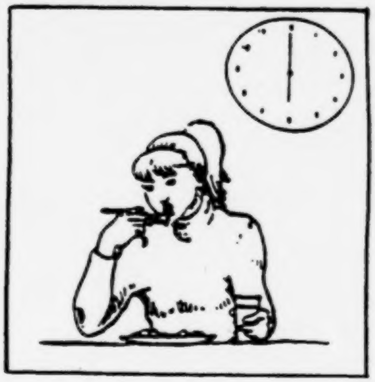
5. ______________________________?

______________________________.



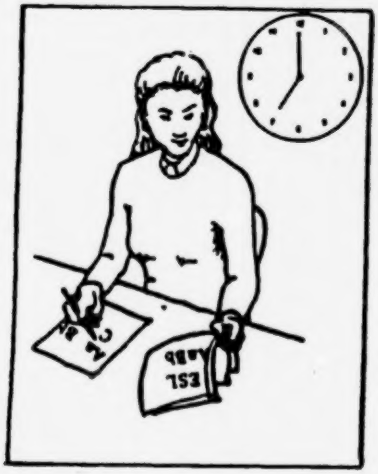
6. ______________________________?

______________________________.



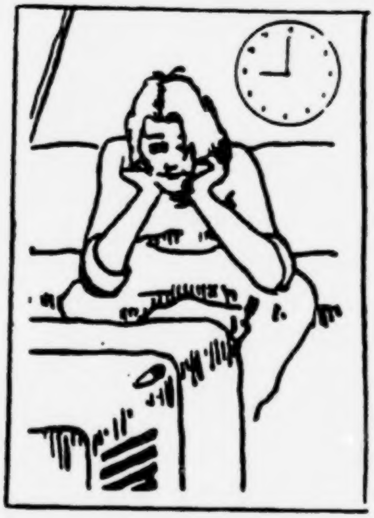
7. ______________________________

____



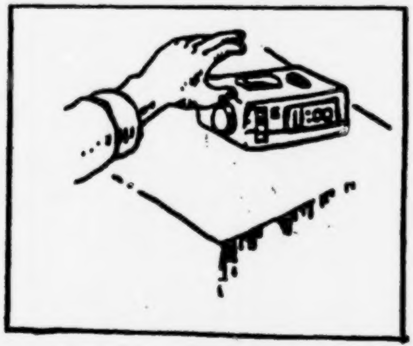
8. ______________________________?

______________________________.



9. ______________________________?

______________________________.



10. ______________________________?

______________________________.

What time do you ______________________?

Name	get up?	go to work?	eat lunch?	go home?	watch T.V.?	go to bed?

TIME and CALENDAR
UNIT 3: DAYS

OBJECTIVE

- ***Identify the days of the week.***

LANGUAGE EXAMPLES

It's Monday.

GRAMMAR

BE contractions

MATERIALS:

VISUALS (Days of the Week):

week
Sunday
Monday
Tuesday
Wednesday
Thursday
Friday
Saturday
SUN.
MON.
TUE.
WED.
THU.
FRI.
SAT.

CUE CARDS

HANDOUTS:
T/C 3.1, T/C 3.2, T/C 3.3

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TIME and CALENDAR -- DAYS

PRESENTATION

- Hold up the visual of the week. Point to the day your class meets and say, "Today is _(day)_. We have English class on _(day)_." Repeat, "It's _(day)_," several times. Have students repeat. Display the visual in the front of the room.

- Point to the visual of the week. Say, "There are seven days in a week. The first day is Sunday." Repeat, "Sunday" and have students repeat.

NOTE: At this time you might want to copy the visual of the week onto the board to make it easier for students to see the names of the days of the week.

- Point to Monday and say, "The next day is Monday." Repeat, "Monday" and have students repeat. Continue with the other days of the week.

- Review the days in order, starting with Sunday. Point to Sunday and say, "Sunday." Have students repeat, first chorally, then individually.

- Say, "What day is it?" Have students repeat the question, first chorally, then individually. Write the question on the board for students to copy.

- Give students **Handout T/C 3.1**. Have students copy the names of the days of the week on the first line under each day.

- Hold up the visual of Sunday. Ask, "What day is it?" Have students respond, "It's Sunday," first chorally, then individually. Display the visual in the front of the room.

- Continue with the rest of the days, reviewing first in order and then at random.

- Hold up the visual of SUN. and say, "It's Sunday. This is the short form of Sunday. S-U-N is the short form of Sunday." Point to the visual of Sunday and say "Sunday." Hold up SUN. and say, "Sunday."

- Continue with the other days, reviewing first in order and then at random.

- Have students write the short form of each day of the week on the second line of **Handout T/C 3.1**.

PRACTICE

- Give students visuals of the days of the week, long form. Call out days of the week and have the student with the appropriate day come to the front of the room.

- Repeat as above with the short forms of the days of the week. Have the students match the short form with the long form.

- Give students **Handout T/C 3.2**. Have students complete individually and compare answers.

- Give students **Handout T/C 3.3**. Have students complete individually and compare answers.

- Hand out cue cards and have students practice asking and answering the question, "What day is it?" in pairs and/or groups.

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EXPANSION

- Have students talk about their weekly schedules. Ask which days they go to school, go to work, shop for food, wash their clothes, etc.

- Teach **yesterday** and **tomorrow**. For example: "*Today* is Monday. *Yesterday* was Sunday. *Tomorrow* is Tuesday." This is a good way to practice the days of the week. Say, "It's Wednesday. What day was yesterday? What day is tomorrow?" You can also hold up the visuals and have the students tell you which days come before and after.

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What day is it?

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3	4	5	6	7

Sunday ________ ________ ________ ________ ________ ________

Sun. ________ ________ ________ ________ ________ ________

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Handout T/C 3.2
Time/Calendar:Days

NAME________________

Draw a line to the same day - from the long form to the short form.

SUNDAY	**WED.**
MONDAY	**FRI.**
TUESDAY	**SUN.**
WEDNESDAY	**SAT.**
THURSDAY	**MON.**
FRIDAY	**TUE.**
SATURDAY	**THU.**

NAME________________

Write the long form of the days of the week.

Example: **Sat.** Saturday

1. **Sun.** ______________________________
2. **Mon.** ______________________________
3. **Tue.** ______________________________
4. **Wed.** ______________________________
5. **Thu.** ______________________________
6. **Fri.** ______________________________
7. **Sat.** ______________________________

TIME and CALENDAR
UNIT 4: MONTHS

OBJECTIVE

- ***Identify the months of the year.***

LANGUAGE EXAMPLES

It's January.

GRAMMAR

BE contractions

MATERIALS:

VISUALS (Months of the year):

month
1994 calendar
January
February
March
April
May
June
July
August
September
October
November
December
Jan.
Feb.
Mar.
Apr.
Aug.
Sept.
Oct.
Nov.
Dec.

* Bring in a calendar, if possible.

CUE CARDS

HANDOUTS:
T/C 4.1, T/C 4.2, T/C 4.3

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TIME and CALENDAR -- MONTHS

PRESENTATION

- Hold up the visual of the month. Say, "This is a month." Point to the weeks and have students count the weeks with you.

- Hold up the visual of the 1994 calendar or a real calendar. Say, "This is a year." Say, "There are twelve months in a year." Have the students count twelve months with you. **Do not say the names at this time.**

- Display the calendar in the front of the room. Point to January and say, "The first month is January." Repeat, "January." Have students repeat. Continue this procedure for the rest of the months.

- Give students **Handout T/C 4.1**. Point to the first month. Say, "It's January," as you write the word on the board for students to copy.

- After students have completed their calendars, review the months. Say, "What month is it? It's January." Repeat, "What month is it?" Have students repeat the question, first chorally, then individually.

- Have students ask, "What month is it?" Point to January and say, "It's January." Have students repeat, first chorally, then individually. Continue for all the months of the year, reviewing at random.

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- Hold up the visual of January. Ask, "What month is it?" Have students respond, "It's January," first chorally, then individually. Display the visual in the front of the room.

- Continue with the rest of the months, reviewing first in order and then at random.

- Hold up the visual of Jan. and say, "It's January. This is the short form of January. J-A-N is the short form of January."

- Continue with the rest of the months, reviewing first in order and then at random.

PRACTICE

- Give students visuals of the months, long form. Call out months and have the student with the appropriate month come to the front of the room.

- Repeat as above with the short forms of the months. Have the students match the short form with the long form.

- Give students **Handout T/C 4.2**. Have students complete individually and compare answers.

- Give students **Handout T/C 4.3**. Have students complete individually and compare answers.

- Hand out cue cards and have students practice asking and answering the question, "What month is it?" in pairs and/or groups.

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EXPANSION

- Have students write their birthdates and the birthdates of members of their families.
- Have students ask each other, "When is your birthday?" and compile a class list of birthdays.
- Have all the students come to the front of the room and arrange themselves in the order of the months they were born in - from January to December.
- Have students practice writing dates as numbers (7/4/94). Point out that in the United States we put the month before the day.

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S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Handout T/C 4.2
Time/Calendar:Months

Draw a line to the same month - from the long form to the short form.

JANUARY
FEBRUARY
MARCH
APRIL
MAY
JUNE
JULY
AUGUST
SEPTEMBER
OCTOBER
NOVEMBER
DECEMBER

MAR.
JAN.
AUG.
FEB.
SEPT.
DEC.
OCT.
JUNE
MAY
NOV.
APR.
JULY

NAME________________

Write the long forms of the months.

Example: **Dec.** December

1. **Jan.** ________________
2. **Feb.** ________________
3. **Mar.** ________________
4. **Apr.** ________________
5. **May** ________________
6. **June** ________________
7. **July** ________________
8. **Aug.** ________________
9. **Sept.** ________________
10. **Oct.** ________________
11. **Nov.** ________________
12. **Dec.** ________________

3

MODULE 3
WEATHER

OBJECTIVES:

UNIT 1: TALK ABOUT THE WEATHER

UNIT 2: IDENTIFY SEASONS

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WEATHER
UNIT 1: WEATHER

OBJECTIVE

- *Talk about the weather.*

LANGUAGE EXAMPLES

How's the weather?
It's sunny.

GRAMMAR

Question words: How
BE contractions

MATERIALS:

VISUALS (Weather Conditions):

sunny
snowy
rainy
windy
cloudy
hot
cold

CUE CARDS

HANDOUTS:
WE 1.1

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WEATHER -- WEATHER

PRESENTATION

- Hold up the visual of the sun. Say, "This is the sun. When the sun is in the sky, it's sunny." Repeat, "It's sunny." several times. Have students repeat, "It's sunny." several times.
- Ask, "How's the weather?" Have students respond, "It's sunny." several times.
- Ask, "How's the weather?" Have students respond, "It's sunny," first chorally, then individually. Display the visual in the front of the classroom.
- Continue with other visuals.
- Say, "How's the weather?" Have students repeat the question, first chorally, then individually.
- Write the questions and answers on the board for students to copy.

PRACTICE

- Hand out cue cards. Have students practice asking and answering, "How's the weather?" in pairs or small groups.
- Give students **Handout WE 1.1**. Have students complete individually and compare answers.

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EXPANSION

- Have students talk about the weather in their native countries.

- Change the dialogue by combining visuals:

A: How's the weather?
B: It's *sunny and hot.*
It's *cloudy and cold.*
It's *rainy and cold.*
It's *snowy and windy.*

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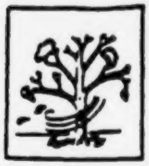
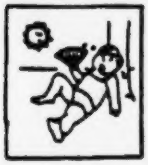
How's the weather?

Handout WE 1
Weather: Weath



1. It's windy.



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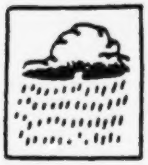

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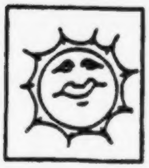

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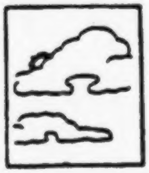

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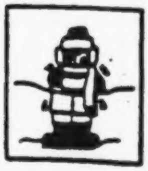

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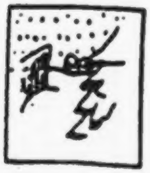

8.

WEATHER
UNIT 2: SEASONS

OBJECTIVE

- *Identify the seasons.*

LANGUAGE EXAMPLES

It's winter.

GRAMMAR

BE contractions

MATERIALS:

VISUALS (Seasons):

calendar	summer
winter	fall
spring	

CUE CARDS

HANDOUTS:
WE 2.1, WE 2.2

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WEATHER -- SEASONS

PRESENTATION

- Hold up the winter scene visual. Say, "It's winter." Repeat "winter". Point out the lack of leaves on the tree, the snow, and the snowman. Repeat, "It's winter." Display the visual in the room.

- Hold up the calendar. Point to December, January, and February on the calendar and say, "It's winter in December, January, and February." Repeat, "It's winter." Have students repeat, first chorally, then individually.

- Continue with the other seasons:

  SPRING: March, April, May
  SUMMER: June, July, August
  FALL: September, October, November

- Review all the seasons (and their months), first in order and then at random.

- Give students **Handout WE 2.1**. Ask students, "What season is it?" Have students respond, "It's ___________." Write the name of the season on the board for students to copy on their handouts.

- Write the question and answers on the board for students to copy.

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PRACTICE

- Give the visuals of the seasons to students. Say, "It's December. What season is it?" The student with the winter scene should stand up. Continue with other months.
- Give students **Handout WE 2.2**. Have students complete individually and compare answers.
- Hand out cue cards. Have students ask and answer the question, "What season is it?"

EXPANSION

- Have students describe the seasons in their native countries.

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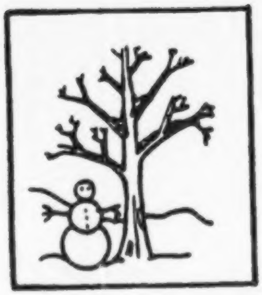
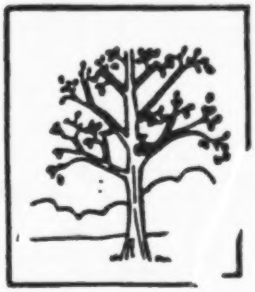
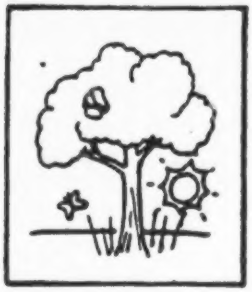
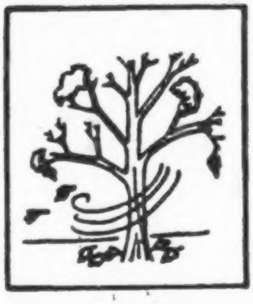
1.  ____________________

2.  ____________________

3.  ____________________

4.  ____________________

Handout WE 2.2
Weather: Seasons

What season is it? Draw a line.

1. WINTER

2. SPRING

3. SUMMER

4. FALL

MARCH
APRIL
MAY

JUNE
JULY
AUGUST

DECEMBER
JANUARY
FEBRUARY

SEPTEMBER
OCTOBER
NOVEMBER

4

MODULE 4
SHOPPING

OBJECTIVES:

UNIT 1: IDENTIFY MONEY

UNIT 2: ASK THE PRICE OF CLOTHES

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SHOPPING
UNIT 1: MONEY

OBJECTIVE

- *Identify money.*

LANGUAGE EXAMPLES	**GRAMMAR**
It's a quarter.	**BE contractions**

MATERIALS:

VISUALS (Paper money):

one dollar bill
five dollar bill
ten dollar bill
twenty dollar bill

* Bring in coins -- one of each denomination, including a half dollar, if possible. **You will need enough to give one of each coin to groups of five students.** (For 25 students, you would need 5 pennies, 5 nickels, etc.)

* You can bring in bills as well or simply use visuals.

HANDOUTS:

SH 1.1, SH 1.2, SH 1.3

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SHOPPING -- MONEY

PRESENTATION

- Divide the students into groups of 5 (or 4 if its a small class). Give a penny to each group. Say, "It's a penny." several times. Have students repeat.

- Hold up a penny and say, "It's a penny. It's one cent," several times. Have students repeat, first chorally, then individually.

- Say, "What is it? It's a penny. How much is it? It's one cent."

- Continue with the rest of the coins and bills.

PRACTICE

- Point to the visuals or hold up coin/bill and ask, "What is it?" Have students answer, "It's a penny," etc.

- Point to the visuals or hold up coin/bill and ask, "How much is it?" Have students answer, "It's one cent," etc.

- Say, "I need 1 cent," or "Give me 1 cent." One student from each group should come up to the front of the room with a penny.

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- Give students **Handout SH 1.1**. Ask "What is it?" and have students identify the money. Write the answer on the board (for example, penny). Students should copy the answer on the first line under the picture.

- Then ask students, "How much is it?" and have students give the amount. Write the answer on the board (for example, 1¢, $.01). Students should copy the answer on the second and third lines.

- Collect all the coins. Count five pennies into one hand saying, "One cent, two cents, etc." Hold up a nickel in your other hand and say, "Five cents. Five pennies equals one nickel."

- Continue showing equivalencies of other coins and one dollar bill.

- Write $2.50 on the board. Say, "Two dollars and fifty cents." Have students repeat. Point out how money is read: first a number, then dollars followed by and, then a number and cents. Put more dollar and cents amounts on the board for student to practice.

- Give students **Handout SH 1.2**. Have students complete individually and compare answers.

- Give students **Handout SH 1.3**. Have students listen and circle the money they hear. Say the money in one of the boxes. For example, "Number one. Three dimes and two nickels." Repeat several times.

EXPANSION

- Ask students to count their own money.
- Identify the presidents who appear on money.
- Write amounts on the board. Have students see how many combinations of coins/bills they can come up with to make that total. For example, $ .25: one quarter, two dimes and one nickel, five nickels, twenty-five pennies, etc.

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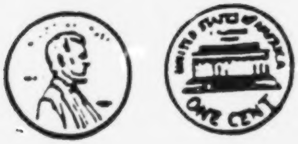
Handout SH 1.1
Shopping:Money

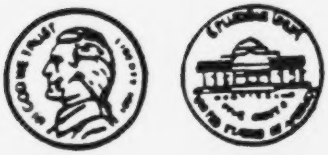
Name ____________________

What is it?
How much is it?

1. 

It's a penny.

$ .01 1c.

2. 

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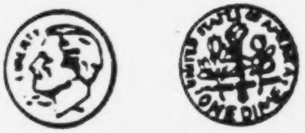
3. 

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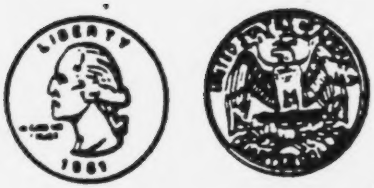
4. 

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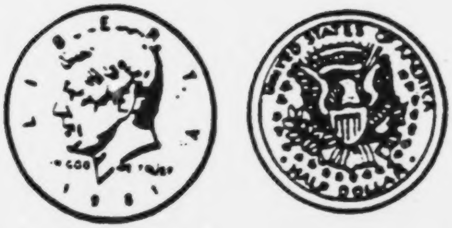
5. 
HALF DOLLAR

____________________.

____________________.

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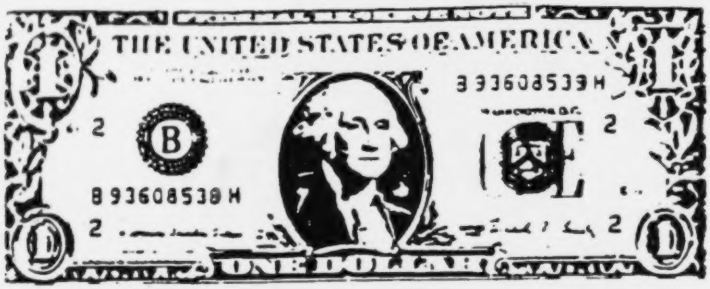
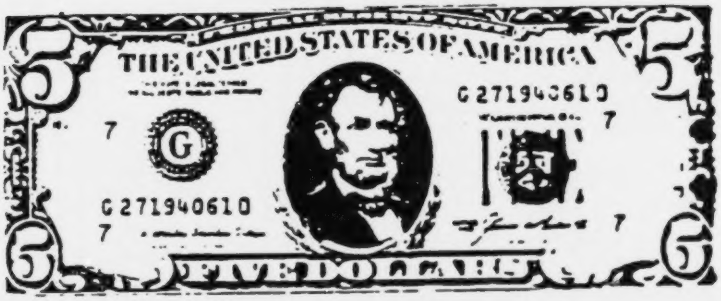
6. 
THE UNITED STATES OF AMERICA
B 93608538 H
B
2
ONE DOLLAR

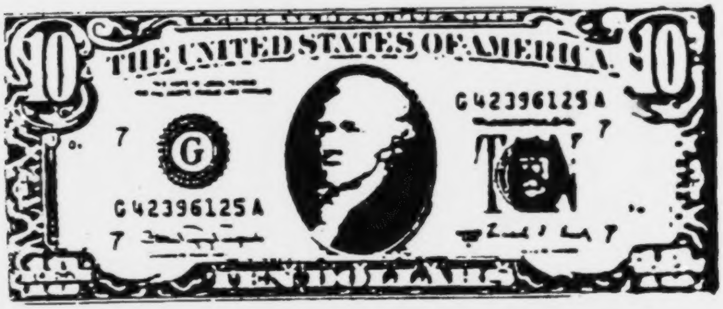
______________________________.

______________________________.

7. 
THE UNITED STATES OF AMERICA
G 27194061 D
G
7
5
FIVE DOLLARS

______________________________.

______________________________.

8. 
THE UNITED STATES OF AMERICA
G 42396125 A
G
7
10
TEN DOLLARS

______________________________.

______________________________.

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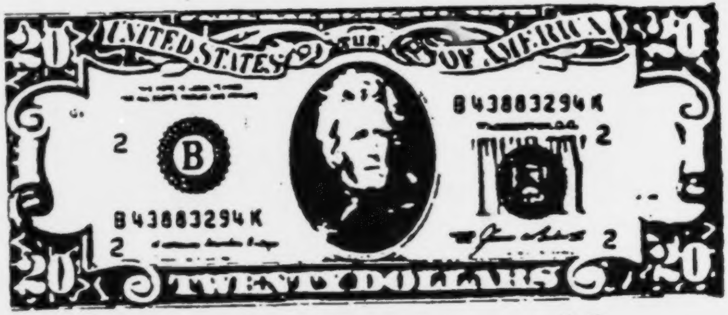
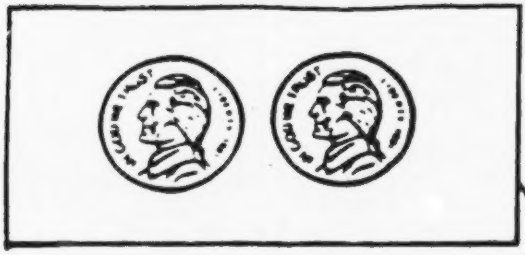
9. 
UNITED STATES OF AMERICA
B 43883294 K
B
2
20
TWENTY DOLLARS

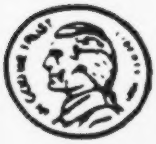
____

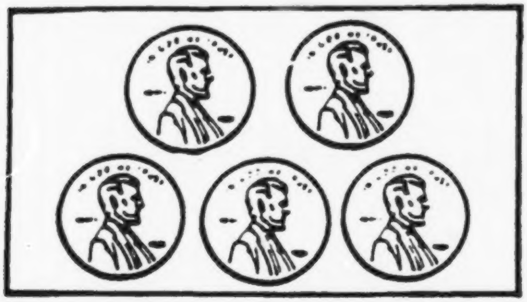
____

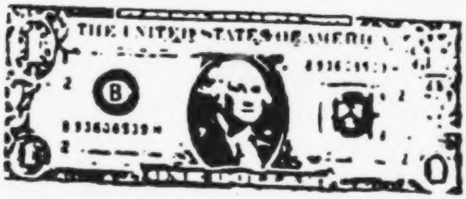
Draw a line to the same amount.

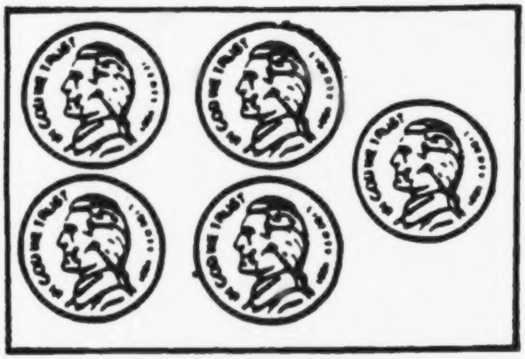
NAME ________________________

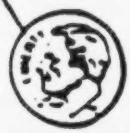


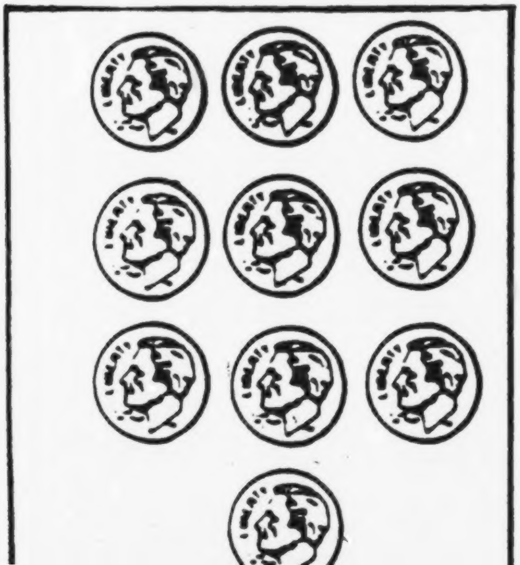


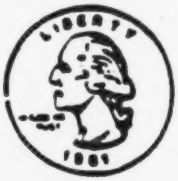












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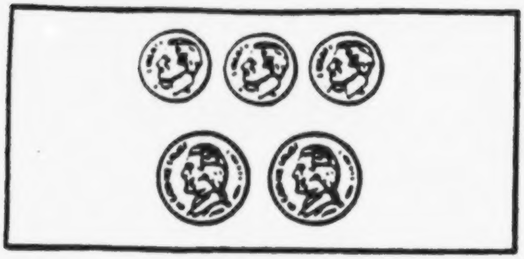
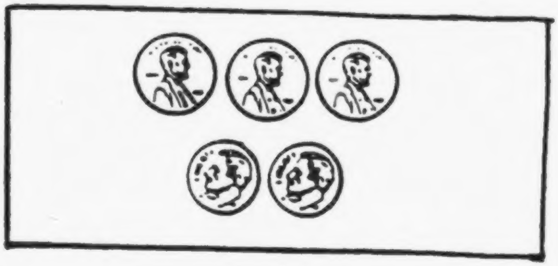
Handout SH 1.3
Shopping:Money

Circle the money you hear.

Name________________

1.





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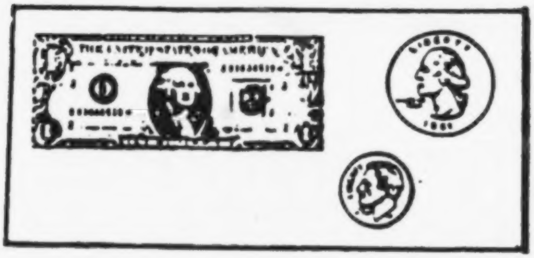

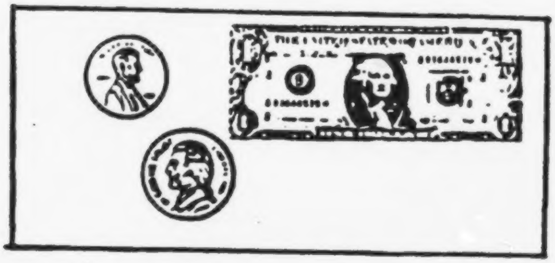

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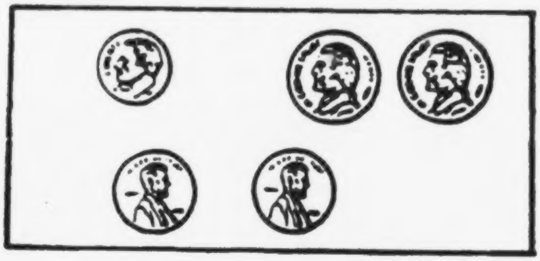

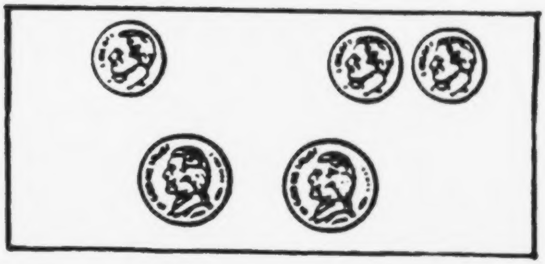

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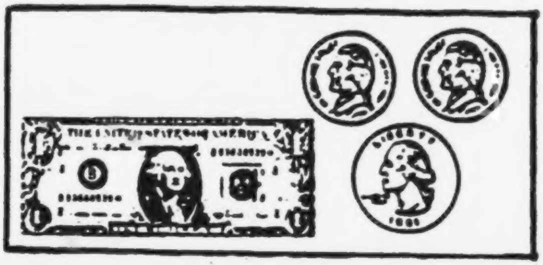

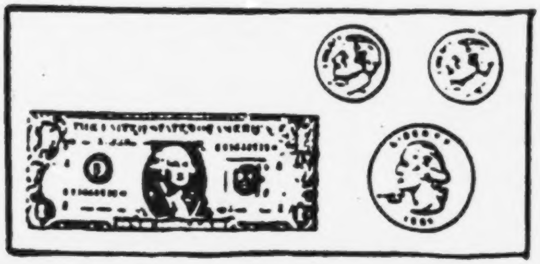

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SHOPPING
UNIT 2: PRICE

OBJECTIVE

- *Ask the price of clothes.*

LANGUAGE EXAMPLES	**GRAMMAR**
How much is the blue shirt?	**Question words**: how much

MATERIALS:

VISUALS (Articles of clothing):

dress	shirt	skirt
pants	coat	shoes

* Colored markers or crayons: red, blue, green, black, and yellow. (For you and for students.)

* Make price tags for the articles of clothing.

* Bring in articles of clothing, if possible.

HANDOUTS:
SH 2.1, SH 2.2

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SHOPPING -- PRICE

PRESENTATION

- Talk about the clothes you are wearing. For example say, "I'm wearing a shirt. It's a (color) shirt." Identify other items of clothing, yours and/or the students, and giving the name and colors.

- Give students **Handout SH 2.1** and colored markers. Hold up the blue marker and say, "It's blue." Repeat several times. Have students repeat. Ask, "What color is it?" Have students respond, "It's blue," first chorally, then individually. Have students color the circle blue.

- Continue the same procedure with the other colors, reviewing at random.

- Point to #1. Ask students, "What color is it?" Write the answers on the board for students to copy on their handouts.

- Hold up the visual of the shirt and say, "This is a shirt." Repeat several times. Repeat "shirt" and have students repeat. Ask, "What is it?" Have students respond, "It's a shirt," first chorally, then individually. Display visual in the front of the room.

- Continue with the other clothes visuals, reviewing at random.

- Give students **Handout SH 2.2**. Ask the students, "What is it?" Write the answers on the board for students to copy on their handouts.

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- Hold up price tag. Ask students, "How much is it?" Have students respond, "It's $ ______."

- Display the price tag next to the shirt and say, "The shirt is $ _____." Repeat several times. Have students repeat. Ask, "How much is the shirt?" Have students respond $ ____," first chorally, then individually.

- Point to the shirt and ask, "How much is the shirt?" Repeat the question several times. Have the students repeat the question, first chorally, then individually. Write the question on the board for students to copy.

- Ask, "How much is the ________?" Have students answer and write prices on their handouts **(SH 2.2)**.

- Have students color in the items of clothing on their handouts. You can ask them to suggest the colors the class should use or tell them which colors to use.

- Point to the shirt and ask, "How much is the (color) shirt?" Repeat several times. Have students repeat. Write "How much is the (color) shirt?" on the board for students to copy.

PRACTICE

- Give students the visuals of clothing and price tags. Say, "I need a shirt." The student with the appropriate visual should come forward. Then ask, "What color is it?" Students refer to their handouts and respond. Last ask, "How much is the (color) shirt?" Have a student identify the price and come forward.

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- Have students work in pairs and/or groups asking and answering questions such as "How much is the blue shirt?" while referring to their handout.

EXPANSION

- Role play a conversation at a Lost and Found.
- Role play a conversation between a store clerk and customer asking for information about items of clothing.
- Take a field trip to a local clothing store or thrift shop.
- Have students work on picture dictionaries. Bring in magazines, catalogs, etc. so that students can cut out and label pictures of clothing and examples of colors.

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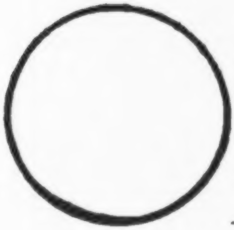
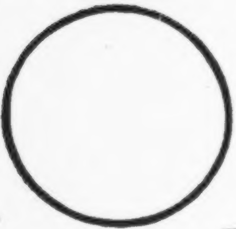
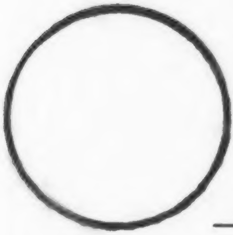
Handout SH 2.1
Shopping:Price

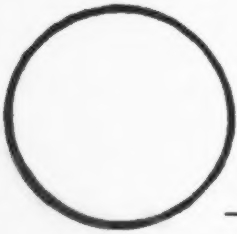
What color is it?

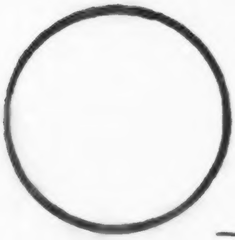
Name____________________

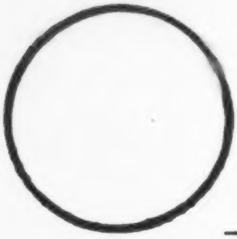
1.  white

2.  ____________________

3.  ____________________

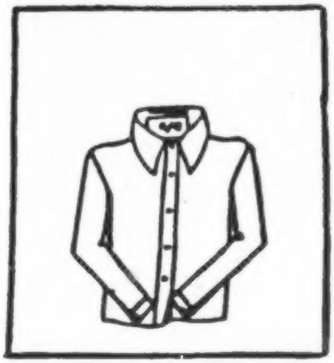
4.  ____________________

5.  ____________________

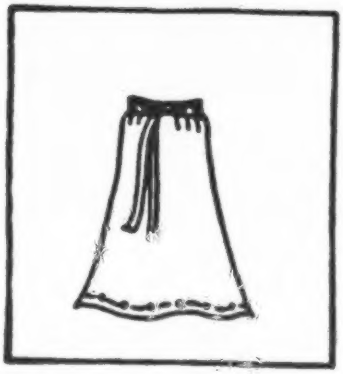
6.  ____________________

How much is the shirt?

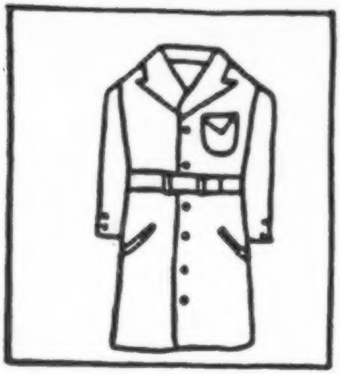
Name ____________________



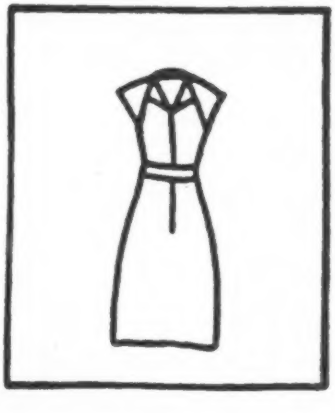
1. shirt
$18.25



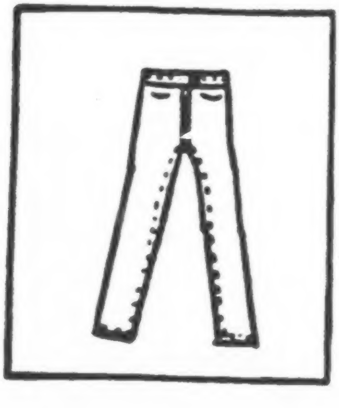
2. ____________________



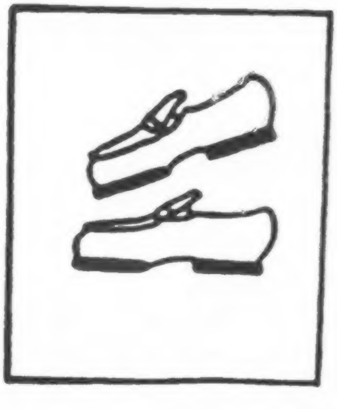
3. ____________________



4. ____________________



5. ____________________



6. ____________________

MODULE 5
LOCATION and DIRECTION

OBJECTIVES:

UNIT 1: ASK ABOUT AND DESCRIBE LOCATION

UNIT 2: ASK FOR AND GIVE DIRECTIONS

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LOCATION and DIRECTION
UNIT 1: LOCATION

OBJECTIVE

- *Ask about and describe location.*

LANGUAGE EXAMPLES

Where is the supermarket?
The supermarket is **next to** the movie theater.

GRAMMAR

Question words: where
Prepositions of place: next to, between, across from

MATERIALS:

VISUALS:

- school
- church
- library
- restaurant
- post office
- gas station
- dress shop
- movie theater
- next to
- across from
- between

HANDOUTS:

L/D 1.1, L/D 1.2

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LOCATION AND DIRECTION -- LOCATION

PRESENTATION

- Tell the students that in today's lesson they will learn how to describe where people and places are located. Start by introducing the idea of neighborhoods by talking about the neighborhood the students live in. Ask questions like "Is there a bank near here?" "Are there any restaurants near here?" You can also ask where students buy their food, clothes, etc.

- Use students in the class to demonstrate the prepositions **NEXT TO, BETWEEN, and ACROSS FROM.** Have Student 1 come to the front of the room and stand beside you. You say, "S1 is next to me." I am next to S1 ." Repeat several times.

Note: In the instructions that follow, students have been referred to as S1, S2, S3, and S4. While teaching, you should use the students' names.

- Next, you step away and ask Student 2 stand beside Student 1. Say, "S1 is next to S2 . S2 is next to S1 ." Repeat several times. Have students repeat.

- Ask, "Where is S1 ?" Respond, "She/He is next to S2 ."
Ask, "Where is S2 ?" Respond, "She/He is next to S1 ."
Ask the students the question. Have them respond first chorally, then individually.

- Ask students to describe seating locations using **next to**.
For example: Jose is next to Maria. I am next to Thanh.

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- On the board draw two stick figures and write: **S1 is next to S2.**

- Ask a third student to come to the front and stand next to Student 2. Ask, "Where is S3?" (students respond, "S3 is next to S2.") Then you say, "S1 is next to S2. S2 is next to S3. S2 is between S1 and S3." Repeat several times. Have students repeat, "S2 is between S1 and S3." Ask, "Where is S2?" Have students respond first chorally, then individually.

- Ask students to describe seating locations using **between**.

- On the board draw three stick figures and write: **S2 is between S1 and S3.**

- Ask a fourth student to come to the front and stand next to S3. Elicit from the students the locations of each of the 4 students. Remind them there may be more than one way to describe where someone is. For example: S3 is next to S2. S3 is next S4. S3 is between S2 and S4.

- Have S1 and S2 face S3 and S4. Say, "S1 is across from S3. S2 is across from S4." Repeat several times. Have students repeat. Ask "Where is S1?" Have students respond "S1 is across form S3" first chorally, then individually. Repeat for S2, S3, and S4.

Note: If students seem unsure of these three prepositions you can have them practice by having all the students stand and then asking individual students to stand next to, between, or across from other students. Students can also instruct each other.

- Ask students to describe seating locations using **across from.**

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- On the board draw three figures in a row and a fourth facing the middle figure. Write: **S4 is across from S2.**

- Hold up visual of the school. Ask students "What is this?" If no one knows, say, "It's a school." Repeat several times and have students repeat. Display visual in the front of the classroom.

- Continue with the rest of the building visuals, reviewing at random.

- Hold up the visual of two buildings **next to** each other. Say, "The supermarket is next to the movie theater." Have students repeat. Ask, "Where is the supermarket?" Have students respond, "The supermarket is next to the movie theater," first chorally, then individually. Ask, "Where is the movie theater?" Have students respond first chorally, then individually.

- Continue with the visuals illustrating **between** (dress shop, church, and restaurant) and **across from** (gas station and school).

- Point to the visual of the school and ask, "Where is the school?" Have students repeat the question. Point to the visual of the library and have students ask, "Where is the library?" Continue with all the buildings.

- Write the questions and answers on the board for students to copy.

PRACTICE

- Give students **Handout L/D 1.1**. Have students work in pairs asking about and describing the locations of buildings on the map.
- Give students **Handout L/D 1.2.** Have students complete individually and compare answers.

EXPANSION

- Have students draw maps of their neighborhoods including buildings and important landmarks. (This works well as an individual, pair, or small group activity.) You can also walk around the neighborhood with your students and have them describe the locations of building before they draw their maps.
- Have students write a few sentences describing the locations of buildings in their neighborhood.

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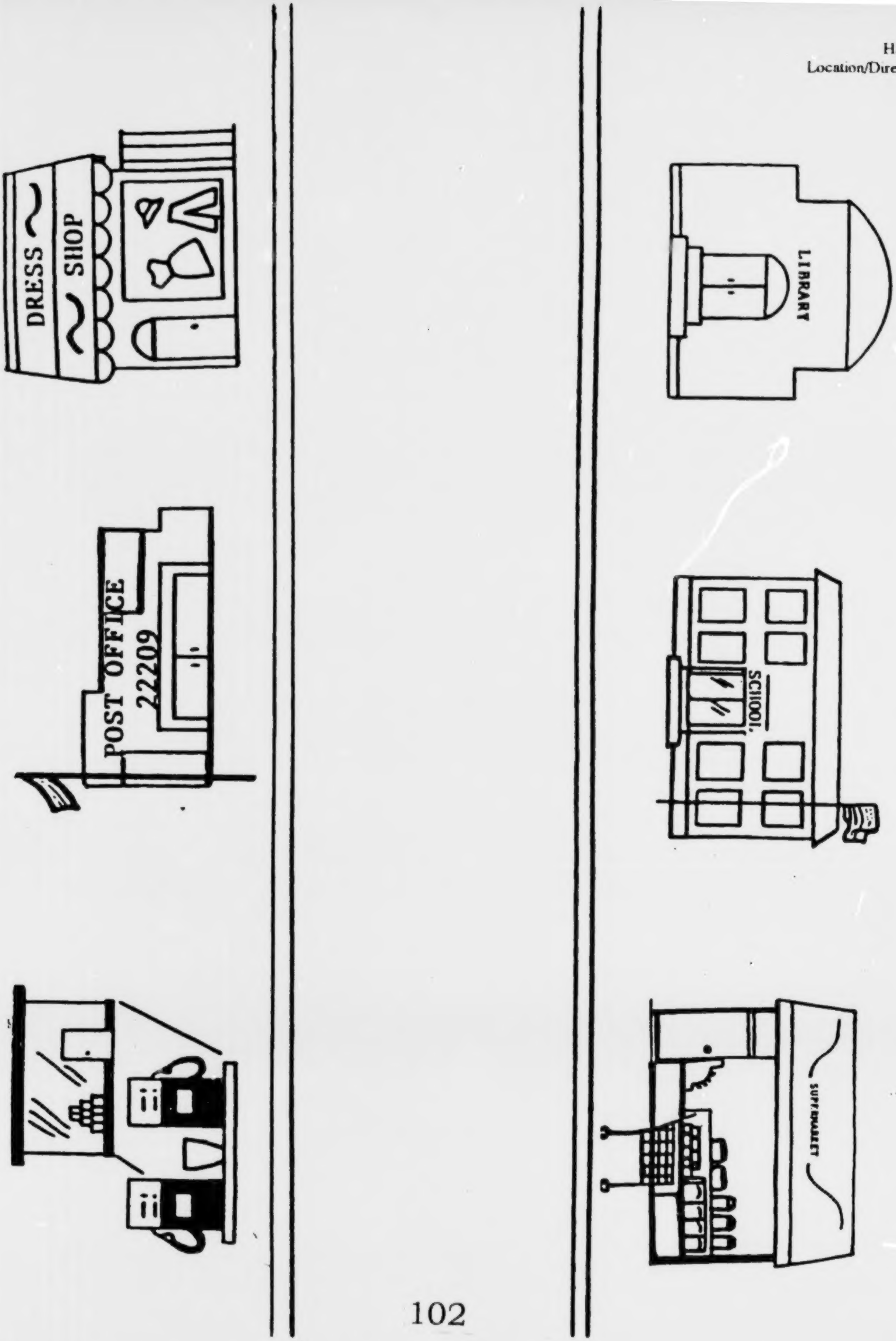
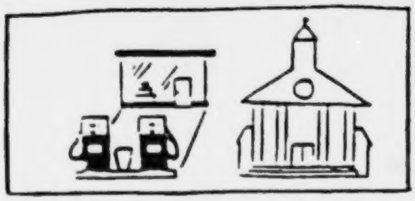
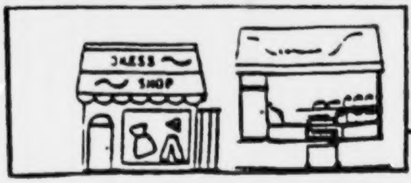

DRESS SHOP
POST OFFICE
22209
LIBRARY
SCHOOL
SUPERMARKET

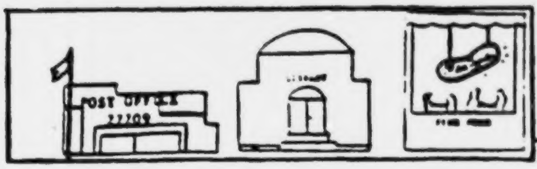
Where is the gas station?



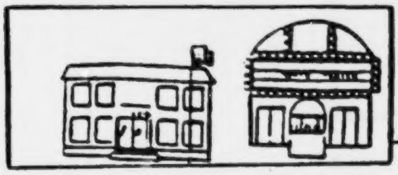
1. The gas station is next to the church.



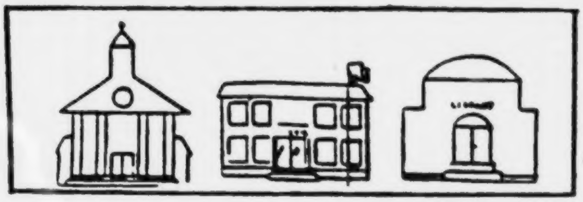
2. The dress shop is ______________________________


POST OFFICE
22209
LIBRARY

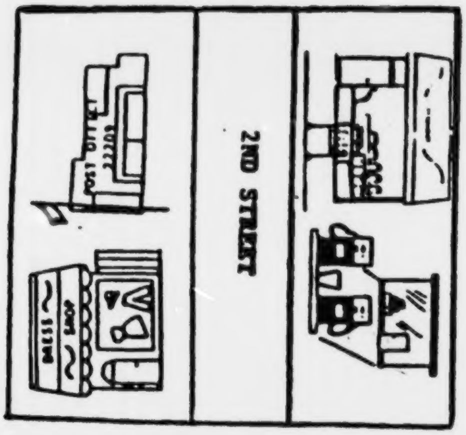
3. The library is ______________________________ .
____



4. The movie theater is ______________________________



5. The school is ______________________________
____


POST OFFICE
22209
2ND STREET
DRESS SHOP

6. The gas station is ______________________________ the dress shop.

7. The Post Office is ______________________________ the supermarket

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LOCATION and DIRECTION
UNIT 2: DIRECTIONS

OBJECTIVE

- *Ask for and give directions.*

LANGUAGE EXAMPLES	GRAMMAR
Excuse me. **Where** is the post office?	**Question words**: where
Go one block and turn left.	**Imperative**
It's **on** the left.	**Prepositions of place**: on, next to, between, across from

MATERIALS:

VISUALS:

map: street
map: blocks
library
church
supermarket
dress shop
school
gas station
restaurant
post office
movie theater
woman
man

HANDOUTS:

L/D 2.1

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LOCATION and DIRECTION -- DIRECTIONS

PRESENTATION

- Hold up map of one street. Identify the buildings on each side of the street and review locations. For example, you say, "The gas station is across from the school." Ask students to describe the locations of buildings on the map.

- Describe the locations of buildings again, this time adding on the right and on the left. Say, "The gas station is on the right, across from the school."

- Ask students to raise their right hands. Ask students to raise their left hands.

- Ask students to stand and step away from their desks. Give them a series of directions to follow: Turn right. Turn right. Turn left. Turn right. Take one step. Turn left. Take two steps. etc.

- Hold up map of the city blocks. Identify the names of the streets. Count the number of blocks. Identify the buildings.

- Hold up visual of the school. Have students ask, "Where is the school?" Use your finger or the eraser end of a pencil to "travel" along the map as you give directions. For example, say, "Go two blocks and turn left. The school is on the left." Continue for other buildings on the map.

- Say, "Go one block." Repeat several times. Have students repeat. Continue with different numbers of blocks.

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- Say, "Turn right." Repeat several times. Have students repeat. Continue for "turn left". Then combine as follows, "Go one block and turn right." Have students repeat. Continue with other combinations of two step directions.

- Point to the X on the map and say, "I am here. I want to go to the post office. Where is the post office?" Elicit the directions from the students. Have students repeat the directions.

- Using visuals of two people, model this dialogue:

A: Excuse me. Where is the post office?

B: Go one block and turn left. It's on the left.

A: Thank you.

- Have students repeat lines of the dialogue after you. Change the dialogue for different locations on the map.

- Write the dialogue on the board for students to copy.

Note: The dialogue can be expanded in the following way:

A: Excuse me. Where is the post office?

B: Go one block and turn left.

A: Turn left?

B: Yes. It's on the left.

A: On the left?

B: Yes. It's between the dress shop and the movie theater.

A: Thank you.

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PRACTICE

- Give students **Handout L/D 2.1**. Have them work in pairs referring to the map to practice the dialogue.

EXPANSION

- Increase the number of steps in the directions.
- Ask students to give the directions from their homes to the bus stop, where they shop for food, the nearest 7-11, etc.
- Have students write the directions.

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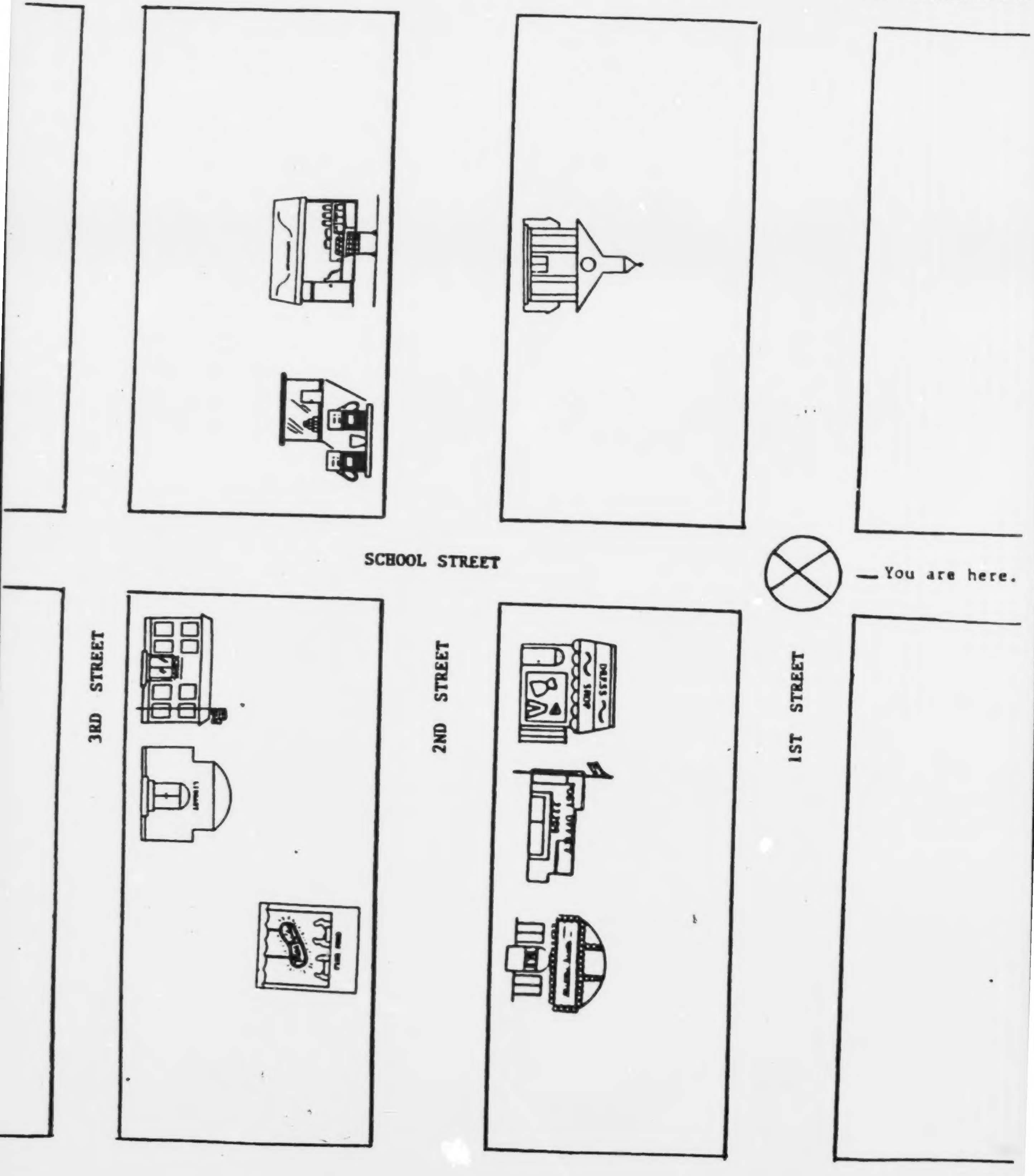
SCHOOL STREET
You are here.
1ST STREET
2ND STREET
3RD STREET
DRESS SHOP
POST OFFICE
LIBRARY

6

MODULE 6
HEALTH

OBJECTIVES:

UNIT 1: IDENTIFY PARTS OF THE BODY

UNIT 2: IDENTIFY HEALTH PROBLEMS

UNIT 3: REQUEST ASSISTANCE IN AN EMERGENCY SITUATION

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HEALTH
UNIT 1: IDENTIFY PARTS OF THE BODY

OBJECTIVE

- *Identify parts of the body.*

LANGUAGE EXAMPLES	GRAMMAR
What's the matter?	**Question words**: what
My back hurts.	**Possessive adjectives**: my, your, her, his
My head **hurts.**	**Simple Present Tense**

MATERIALS:

VISUALS (Parts of the body):

head
eye
ear
tooth
neck
chest
stomach
back
arm
hand
leg
foot

CUE CARDS

HANDOUTS:
HE 1.1

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HEALTH -- IDENTIFY PARTS OF THE BODY

PRESENTATION

- Ask, "How are you?" around the class and have students respond.

- Have students ask "How are you?" As you respond, hold your head and say "Not so good. My head hurts." Repeat, referring to different parts of your body (arm, leg, neck, etc.).

- Hold up the visual of the head and say, "My head hurts." Repeat several times. Have students repeat, first chorally, then individually.

- Display the visual in the front of the room and continue with the other parts of the body. Review at random, asking, "What's the matter?"

- Give students **Handout HE 1.1**. Elicit the names of the body parts from the students. Write them on the board and have students copy.

- Ask, "What's the matter?" Have students repeat the question several times. Have students ask "What's the matter?" and then point to a visual and have students respond, "My ________ hurts."

- Write the question and answer on the board for students to copy.

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PRACTICE

- Give the visuals to the students. Have students ask, "What's the matter?" As you respond with a problem, the student with the corresponding visual should bring it to the front of the room.
- Hand out cue cards. Have students practice asking and answering "What's the matter?" in pairs and/or groups.

EXPANSION

- For extra practice play a variation on Simon Says:

- Have students stand.

- Say, **"Touch your head"**, touching your head as you speak.

- Repeat and have students touch their heads.

Note: For a trickier version: As you tell the students to touch their heads, you touch your back or some other area.

- Say **"Touch your back"**, and have students touch their backs.

- Repeat, using vocabulary taught.

- Have students take turns being the leader.

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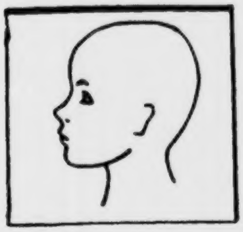
- Change the question from "What's the matter?" to "What's the matter with _(name of classmate)_ ?" The answer will change from **my** to **his/her**.

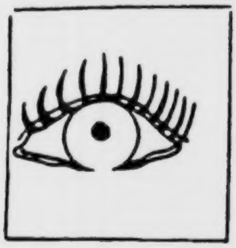
- Have students work on picture dictionaries. Bring in magazines so that students can cut out pictures of parts of bodies and label them.

Fill in the blanks.

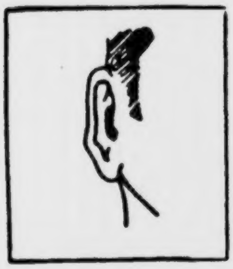
Handout HE 1.1
Health Body Parts



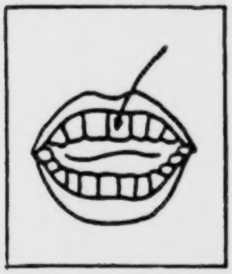
1. My ______________ hurts.



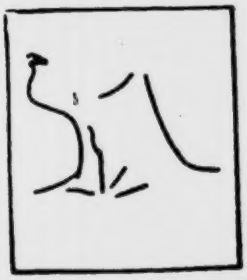
2. My ______________ hurts.



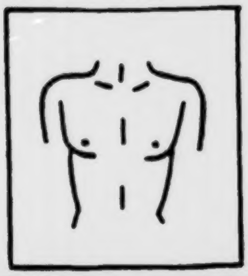
3. My ______________ hurts.



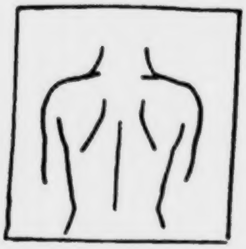
4. My ______________ hurts.



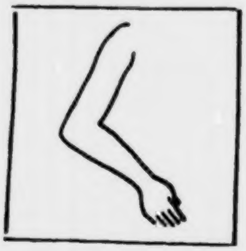
5. My ______________ hurts.



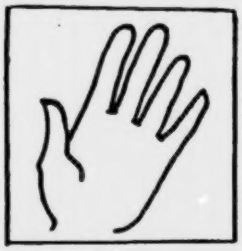
6. My ______________ hurts.



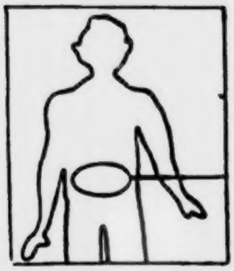
7. My ____________ hurts.



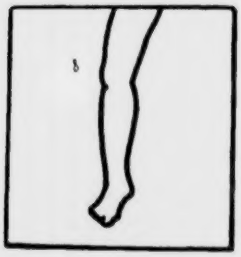
8. My ____________ hurts.



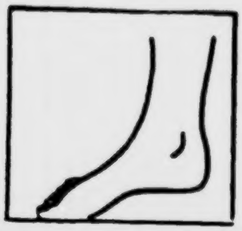
9. My ____________ hurts.



10. My ____________ hurts.



11. My ____________ hurts.



12. My ____________ hurts.

HEALTH
UNIT 2: PROBLEMS

OBJECTIVE

- *Identify health problems.*

LANGUAGE EXAMPLES	GRAMMAR
How are you?	**Question words**: How
I **have** a cold.	**Simple present tense**

MATERIALS:

VISUALS (Health problems):

cold
stomachache
toothache
fever
headache
sore throat

CUE CARDS

HANDOUTS:
HE 2.1

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HEALTH -- PROBLEMS

PRESENTATION

- Review parts of the body. Hold up body part visuals or point to your own body. Ask, "What's the matter?" and have students respond.

- Ask, "How are you?" around the class and have students respond. Have students ask you "How are you?" Respond, "I'm sick," and "Not so good."

- Hold up the visual of the cold and act out symptoms (sneeze and cough). Say, "I have a cold." Repeat several times. Have students repeat, first chorally, then individually.

- Display the visual in the front of the room and continue with the other health problem visuals. Review at random by pointing to a visual and asking, "How are you?"

- Give students **Handout HE 2.1**. Have students identify the problems. Write the answers on the board and have students copy.

- Write the question "How are you?" and the answer "I'm sick. I have a __________. " on the board for students to copy.

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PRACTICE

- Give visuals to the students. Have students ask, "How are you?" Respond with a health problem. The student with the appropriate visual should come to the front of the room.
- Hand out cue cards. Have students practice asking and answering the question "How are you?" in pairs and/or groups.

EXPANSION

- Have students practice talking about health problems using these additional dialogues:

1.

A: *How are you?*

B: I'm sick.

A: *What's the matter?*

B: I have a cold.

2.

A: *How's your son/husband?*

B: He's sick. He has a cold.

3.

A: *How's Mary?*

B: She's sick. She has a cold.

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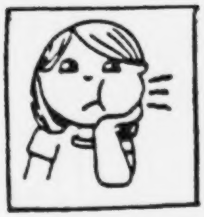
- Set up a clinic simulation or roleplay. Students practice asking and answering personal identification questions and questions about health. The "receptionist" asks for and writes down the "patient's" name, address, telephone number, etc. The "doctor" asks what the problem is and the "patient" describes illness/ problem. Students can also play other roles (spouse, parent, etc.).

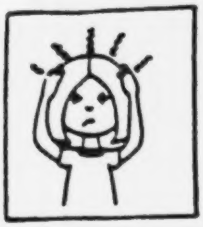
FILL IN THE BLANKS

Handout HE 2.1
Health:Problems

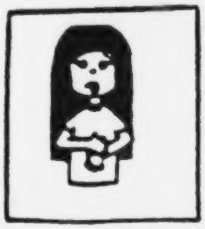
Name ________________



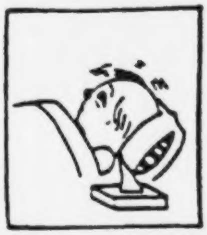
1. I have a ______________________.



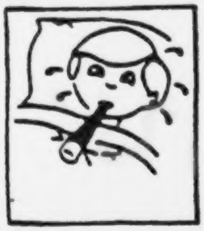
2. I have a ______________________.



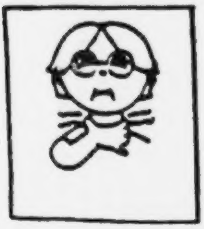
3. I have a ______________________.



4. I have a ______________________.



5. I have a ______________________.



6. I have a ______________________.

HEALTH
UNIT 3: EMERGENCIES

OBJECTIVE

- ***Request assistance in an emergency situation.***

LANGUAGE EXAMPLES

"**My** brother is hurt."

"**There's** a fire."

GRAMMAR

Possessive adjectives: my, your, her, his

There is

MATERIALS:

VISUALS (Emergency vehicles and situations):

police car
fire truck
ambulance
telephone
woman yelling
house on fire
gun
heart attack
car accident
bike accident
falling off ladder
mother
father
son
daughter

* Bring in a prop telephone, if possible.

CUE CARDS

HANDOUTS:
HE 3.1, HE 3.2

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HEALTH -- EMERGENCIES

PRESENTATION

- Review addresses and telephone numbers. Call on individual students to give their addresses and phone numbers. Have other students listen to their classmates and repeat the information given.

- Hold up visuals of the ambulance, police car, and fire truck and have students identify. Display the visuals in the front of the room.

- Hold up visual of woman yelling, and point to the visual of the ambulance. Say, "I have an emergency. I need help. I need an ambulance. What do I do?" Hold up the visual of the telephone (or use real phone). Say, "Call 911 (nine-one-one)." Repeat with the visuals of the police car and the fire truck.

- Hold up the visual of the house on fire and say, "There's a fire." Repeat several times. Have students repeat, first chorally, then individually. Display visual in the front of the room.

Note: For emergency situations involving people you can hold up visuals of family members. For example, put the brother with the falling ladder and say, "My brother is hurt." Then put the sister there and say, "My sister is hurt."

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- Continue with the other emergency situations. Review at random by pointing to a visual and asking, "What's the problem?"

VISUAL:	**EMERGENCY SITUATION:**
Gun	*There's a man with a gun.*
Heart Attack	*My mother is having a heart attack.*
Car accident	*There's an accident.*
Bike accident	*My sister is hurt.*
Falling off ladder	*My brother is hurt.*

- Give students **Handout HE 3.1**. Ask, "What's the problem?" Write the language for each emergency situation on the board for students to copy.

- Point to the different visuals. Ask students, "What's the problem?" or "What's wrong?" Have students respond, first chorally, then individually.

- Hold up visual of ambulance next to visual of a health emergency (woman clutching chest). Using telephone or visual of phone, act out dialing 911 and model the following dialogue:

A: *Emergency operator. What's the problem?*

B: (My mother's having a heart attack.)

A: *What's your name?*

B: (Give your name.)

A: *What's your address?*

B: (Give an address.)

A: What's your telephone number?

B: (Give a telephone number.)

A: Help is coming.

- Repeat this dialogue using different emergency situations.
- Write the dialogue on the board for students to copy.

PRACTICE

- Give visuals of emergency situations to students. Say, "There's a fire." The student with the appropriate visual should bring it to the front of the room.
- Hand out the cue cards. Have students practice asking and answering, "What's the problem?" in pairs or groups.
- Have students "make" the 911 call with you acting as operator.
- Using cue cards, students practice making 911 phone calls. One student makes the call and the other acts as the operator.
- Give each student **Handout HE 3.2**. Have students work individually and compare answers.

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EXPANSION

- Identify additional emergency situations.
- This is a good time to invite someone from the fire or police department to talk to students about safety. They also have pamphlets written in a variety of languages which can be given to the students. There are videos about calling 911 at the public library.

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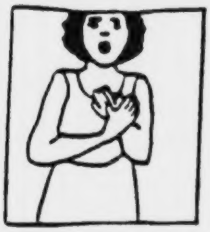
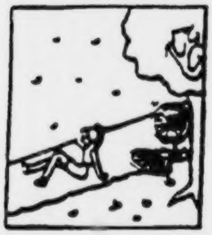
WHAT'S THE PROBLEM?

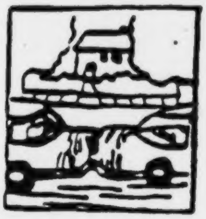
Name ________________



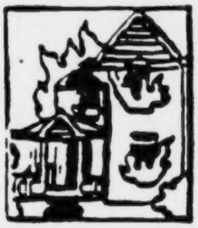
1. My sister is having a heart attack.



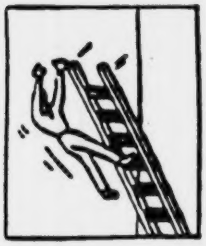
2. ____________________________________.



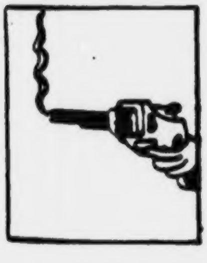
3. ____________________________________.



4. ____________________________________.

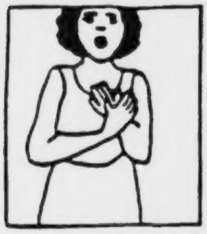


5. ____________________________________.

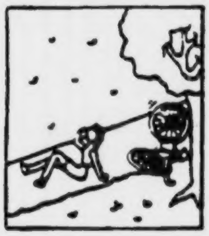


6. ____________________________________.

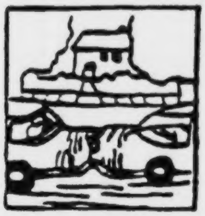
MATCH THE PICTURE WITH THE SENTENCE. NAME____________________


1.

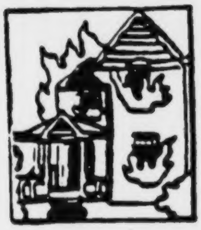
___ My son is hurt.


2.

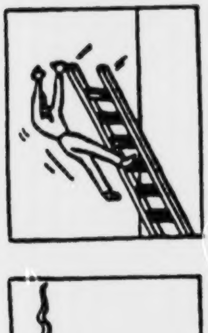
___ There's a man with a gun.


3.

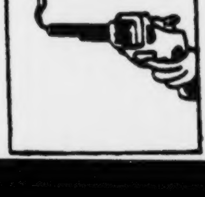
___ My sister is having a heart attac


4.

___ My daughter is hurt.


5.

___ There's a fire.


6.

___ There's a car accident.

7

MODULE 7
HOUSING

OBJECTIVES:

UNIT 1: IDENTIFY ROOMS AND FURNISHINGS

UNIT 2: DESCRIBE PROBLEMS

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HOUSING
UNIT 1: ROOMS/FURNISHINGS

OBJECTIVE

- *Identify rooms and furnishings.*

LANGUAGE EXAMPLES

There's a dishwasher in the kitchen.
There's a sink **in** the bathroom.

GRAMMAR

There is/are

Prepositions: in

MATERIALS:

VISUALS (Rooms and furnishings):

woman
living room
kitchen
bedroom
bathroom
dining area
sofa
TV
coffee table
bookcase
bed
closet
chest of drawers
toilet
bathroom sink
bathtub/shower
kitchen sink
stove/oven
dishwasher
refrigerator
table
floor plan

HANDOUTS:
HO 1.1

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HOUSING -- ROOMS/FURNISHINGS

PRESENTATION

- Begin by asking students to compare where they lived in their native countries to where they are living now. Have students draw pictures of their homes in their native countries and their homes now. Ask how they are the same and/or different.
- Hold up visual of the woman and say, "This is Mary. Mary lives in a one-bedroom apartment. There is one bedroom, a living room, a kitchen, and a bathroom."
- Hold up visual of the living room and say, "This is Mary's living room." Repeat "living room" several times. Have students repeat. Display the visual in the front of the room.
- Continue with the visuals of the kitchen, bedroom, bathroom, and dining room, reviewing at random.
- Hold up visual of the sofa and say, "This is a sofa." Have students repeat "sofa" several times. Point to the visual of the living room and say, "There's a sofa in the living room." Repeat several times. Have students repeat, first chorally, then individually.
- Continue with the other items found in a living room: TV, coffee table, and bookcase.

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- Continue with the furnishings found in the other rooms:

  Bedroom: bed, closet, chest of drawers
  Bathroom: toilet, sink, bathtub/shower
  Kitchen: sink, stove/oven, dishwasher, refrigerator
  Dining area: table

- Give students **Handout HO 1.1**. Write the names of the rooms and furnishings on the board for students to copy.

PRACTICE

- Hold up visual of the floor plan and say, "This is Mary's apartment." Identify the living room, kitchen, bathroom, and bedroom.

- Have students draw floor plans of their homes. Have students describe their homes and furnishings in pairs or small groups.

- Circulate among the students and ask questions about their homes such as, "How many bedrooms are there?" "How many closets are there?"

EXPANSION

- Have students write about their homes.

- If there is a model apartment nearby, arrange for the class to visit it and have students describe what they see.

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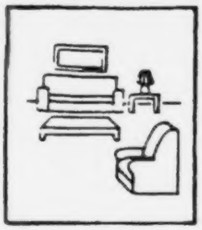
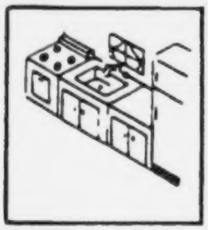
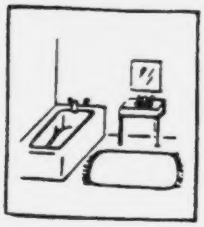
- Review the prepositions of place (see Location and Direction) and have students describe the location of furnishings in a room. For example, "The armchair is next to the sofa."

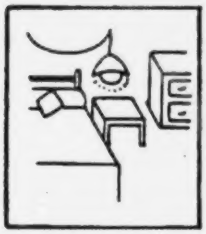
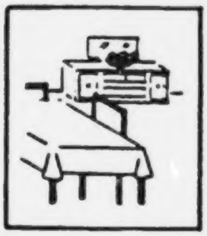
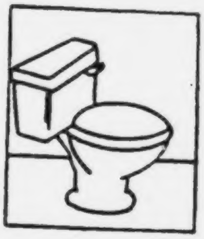
- Have students work on picture dictionaries. Bring in magazines so that students can cut out pictures of rooms and furnishings and label them.

1. living room

2. ____________________

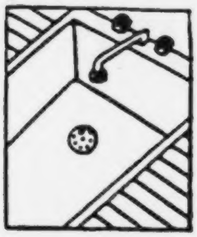
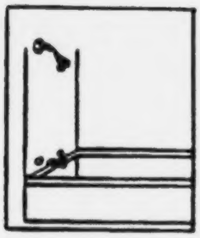
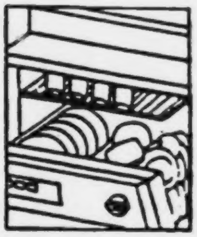
3. ____________________

4. ____________________

5. ____________________

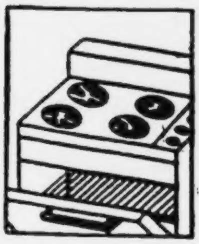
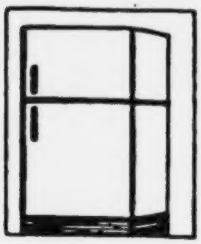
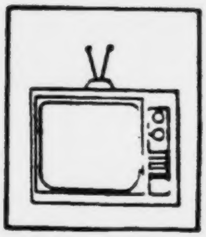
6. ____________________

7. ____________________

8. ____________________

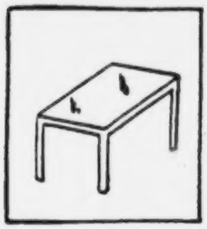
9. ____________________

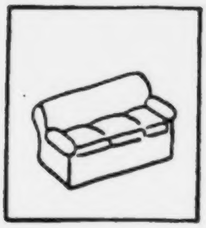
10. ____________________

11. ____________________

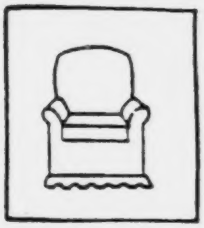
12. ____________________



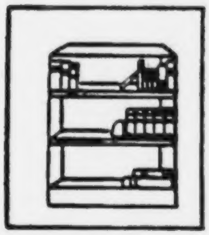
13. ____________________



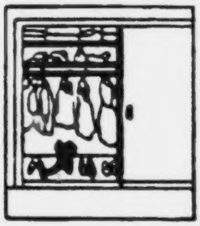
14. ____________________



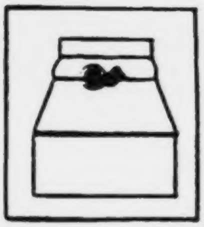
15. ____________________



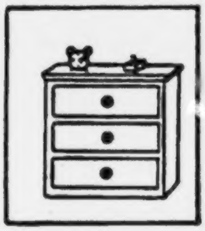
16. ____________________



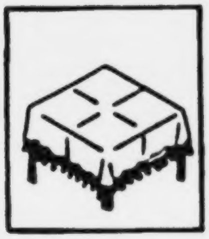
17. ____________________



18. ____________________



19. ____________________



20. ____________________

HOUSING
UNIT 2: DESCRIBING PROBLEMS

OBJECTIVE

- ***Describe housing problems.***

LANGUAGE EXAMPLES	**GRAMMAR**
What's wrong?	**Question words**: what
The stove **doesn't work**.	**Simple present**: negative
The sink **is leaking.**	**Present continuous**

MATERIALS:

VISUALS (Appliances/furnishings with problems):

refrigerator
air conditioner
stove
bathtub
dishwasher
radiator
sink
toilet

CUE CARDS

HANDOUTS:
HO 2.1

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HOUSING -- DESCRIBING PROBLEMS

PRESENTATION

- Start by reviewing the vocabulary taught for rooms and furnishings. For example, hold up the visuals of each room and ask, "What room is this?" Display the visuals.

- Tell students, "There are so many problems in my home." Say, "The stove doesn't work. The refrigerator doesn't work. The sink is leaking. The toilet is stopped up."

- Hold up the visual of the broken stove. Say, "The stove doesn't work." Repeat several times. Have students repeat, first chorally, then individually.

- Display in the front of the room and continue with other visuals. Review at random, asking questions: "What's wrong?" "What's the problem?" "What's the matter?"

VISUAL	HOUSING PROBLEM
Air conditioner	*The air conditioner doesn't work.*
Stove	*The stove doesn't work.*
Dishwasher	*The dishwasher doesn't work.*
Radiator	*The heat doesn't work.*
Refrigerator	*The refrigerator is leaking.*
Sink	*The sink is leaking.*
Toilet	*The toilet is stopped up.*
Bathtub	*The bathtub is stopped up.*

- Give students **Handout HO 2.1**. Ask students to describe the problems. Write answers on the board for students to copy.

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PRACTICE

- Hand visuals to students. Have students ask you what's wrong. Tell students your problem. The student with the appropriate visual should come up and display the visual in the front of the room. Continue with all problems.
- Hand out cue cards. Have students practice asking and answering questions about problems in pairs or groups.

EXPANSION

- Role play a conversation between an apartment manager and a tenant with a problem in his/her apartment. You take the part of the manager.

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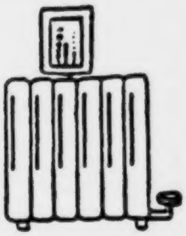
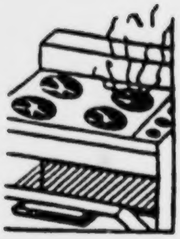
Handout HO 2.1
Housing Problems

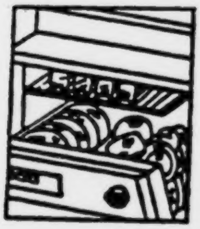
What's the problem?



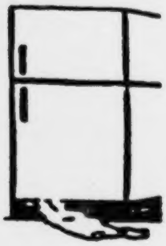
1. The heat doesn't work.



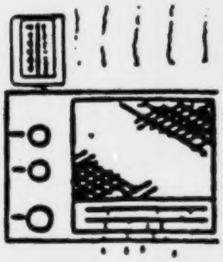
2. ____



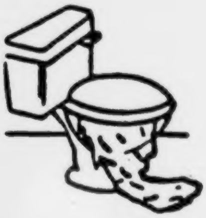
3. ____



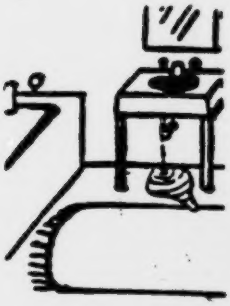
4. ____



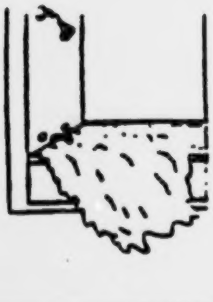
5. ____



6. ____



7. ____



8. ____

8

MODULE 8
EMPLOYMENT

OBJECTIVES:

UNIT 1: IDENTIFY JOB TITLES

UNIT 2: TALK ABOUT WORK EXPERIENCE

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EMPLOYMENT
UNIT 1: JOBS

OBJECTIVE

- *Identify job titles.*

LANGUAGE EXAMPLES

He's a truck driver.

GRAMMAR

BE contractions

MATERIALS:

VISUALS (Occupations):

farmer
cashier
teacher
mechanic
soldier
student
secretary
gardener
repairman
seamstress
babysitter
construction worker
truck driver
cook
painter
waiter/waitress

CUE CARDS

HANDOUTS:
EM 1.1

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EMPLOYMENT -- JOBS

PRESENTATION

- Point to yourself and say, "I teach English. I'm a teacher." Repeat several times. Then say, "What am I? I'm a teacher."

- Hold up the visual of the truck driver. Say, "He's a truck driver." Repeat several times. Have students repeat. Ask, "What is he?" Have students respond, "He's a truck driver," first chorally, then individually. Display the visual in the front of the room.

- Continue with the other visuals of occupations. Review at random by pointing to visuals and asking, "What is he?" "What is she?"

- Write the question and answer on the board for students to copy.

- Give students **Handout EM 1.1**. Ask students to identify the occupations. Write the answers on the board for students to copy on their handouts.

PRACTICE

- Hand out visuals to students. Say, "Who's a truck driver? The student with the appropriate visual should come forward and say, "I'm a truck driver." Continue with the other job titles.

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- Hand out the cue cards. Have students practice asking and answering the questions "What is he?" and "What is she?"

EXPANSION

- Have students work on picture dictionaries. Bring in magazines so that students can cut out pictures of various occupations and label them.

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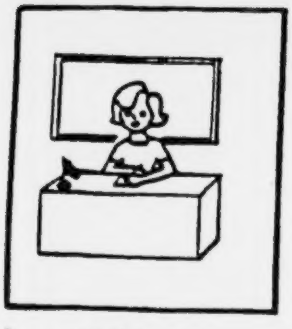
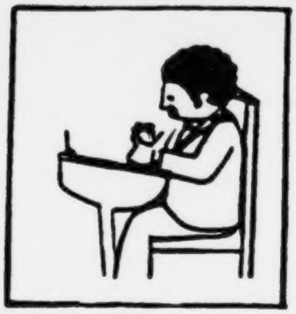
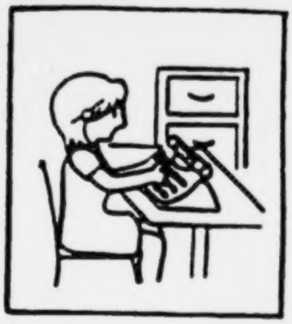
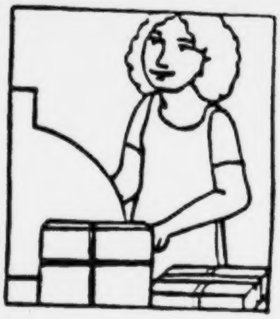
Handout EM 1.
Employment:Job:

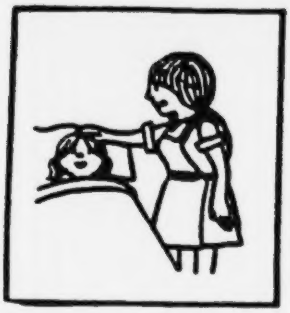
What is she?

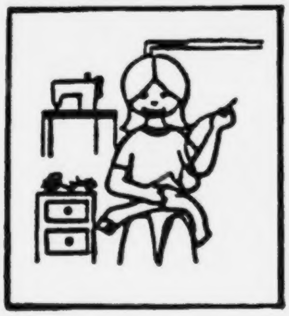

1. teacher


2.


3.


4.


5.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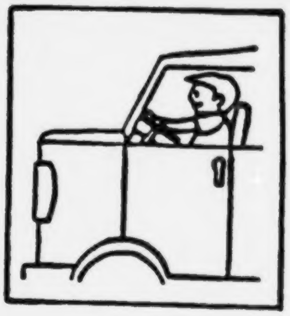
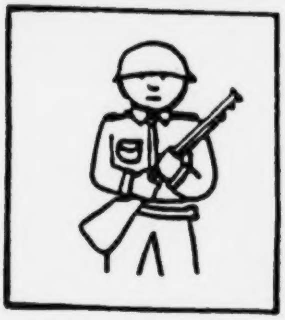
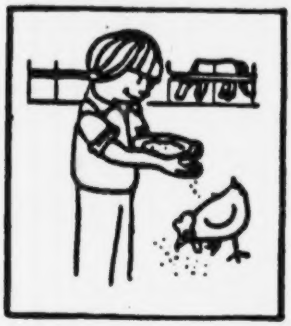
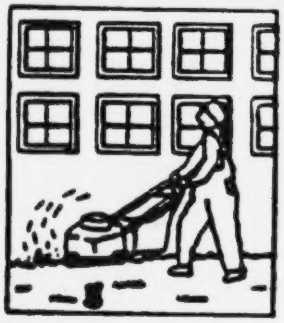
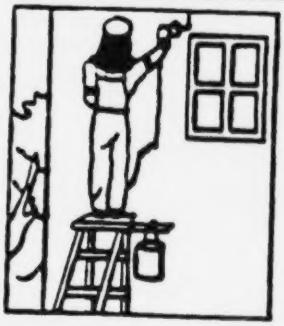

7.


8.


9.


10.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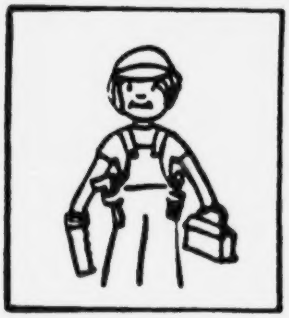
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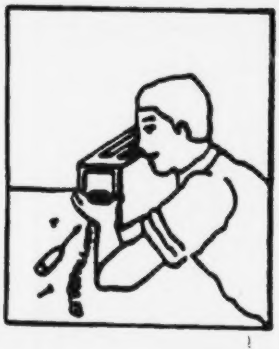
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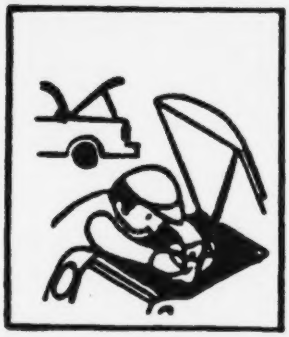
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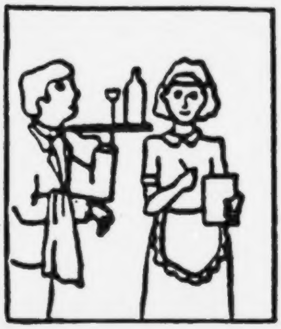
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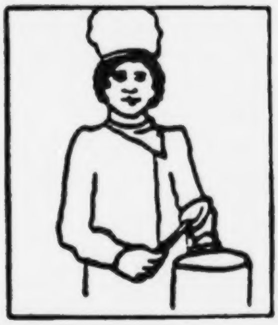
16.

EMPLOYMENT
UNIT 2: EXPERIENCE

OBJECTIVE

- *Talk about work experience.*

LANGUAGE EXAMPLES

I was a truck driver.
What are you now?

GRAMMAR

BE: past tense
Question words: what

MATERIALS:

VISUALS (Occupations):

farmer
cashier
painter
mechanic
soldier
student
teacher
gardener
repairman
seamstress
secretary
construction worker
truck driver
cook
babysitter
waiter/waitress

CUE CARDS

HANDOUTS:
EM 2.1

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EMPLOYMENT -- TALK ABOUT WORK EXPERIENCE

PRESENTATION

- Review job titles and occupations. For example, hold up the visual of the teacher and say, "What am I?" Students respond, "A teacher."

- Say, "I'm going to tell you about my friend, Jose. Jose is from El Salvador. Now he lives in Arlington. He was a truck driver in El Salvador. Now he is a cook."

- Hold up the visuals of the cook and the truck driver. Review the story. Say, "This is my friend, Jose. He's from El Salvador. He lives in Arlington now. He's a cook now. Before he was a truck driver."

- Write **NOW (USA-1994)** on the left side of the board. Directly under it write, **Jose - cook**. Say, "Jose is a cook now." Point to the word NOW and to 1994 and say, "Now." Repeat. Say, "What is Jose now? He's a cook."

- Call on individual students and ask, "What are you?" Have students respond, "I'm a (job title) . If they are not working, fill in the most appropriate "title" such as homemaker, unemployed or student. Write their names and responses under NOW (USA-1994).

- Write **BEFORE (MY COUNTRY)** to the right of NOW (USA-1994). Directly under it write **truck driver**. Say, "Jose was a truck driver in El Salvador. Now he's a cook. Before he was a truck driver." Point to BEFORE and say, "Before." Repeat. Say, "What was Jose before? He was a truck driver."

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- Continue, "Now you are in the United States. Before you were in __________." (Point to first list.) "Now you are ___________. What were you in your country? What were you before?"

- Call on individual students in the same order you did for the first list. Ask, "What were you before? Have students respond, "I was a (job title) . Write their responses under BEFORE (MY COUNTRY).

- Write the questions and sample answers on the board for students to copy.

PRACTICE

- Hand out the cue cards. Have students practice asking and answering the questions "What are you now?" and "What were you before?"

- Give students **Handout EM 2.1**. Have students circulate and fill in the grid by asking, *"What are you now?"* and *"What were you before?"*

NOTE: These may not be typical of the kind of questions used when asking about a person's occupation. However, they are appropriate for this level of language proficiency.

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EXPANSION

- Have students write a simple paragraph similar to the story about Jose. Guide them by giving them the following questions:

  What's your name?
  Where are you from?
  What are you now?
  What were you in your country?

  The paragraph should look something like this:

  My name is Carmen. I am from Nicaragua. I am a babysitter now. I was a teacher in Nicaragua.

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Ask your classmates questions.

NAME	WHAT ARE YOU NOW?	WHAT WERE YOU BEFORE?

Neighbor-to Neighbor

An ESL Curriculum for Volunteers

Cue Cards

CUE CARDS

Note to teachers:

Make a copy of these and set the original aside for your master. The copies are meant to be cut up and used by students in pairs and small groups.

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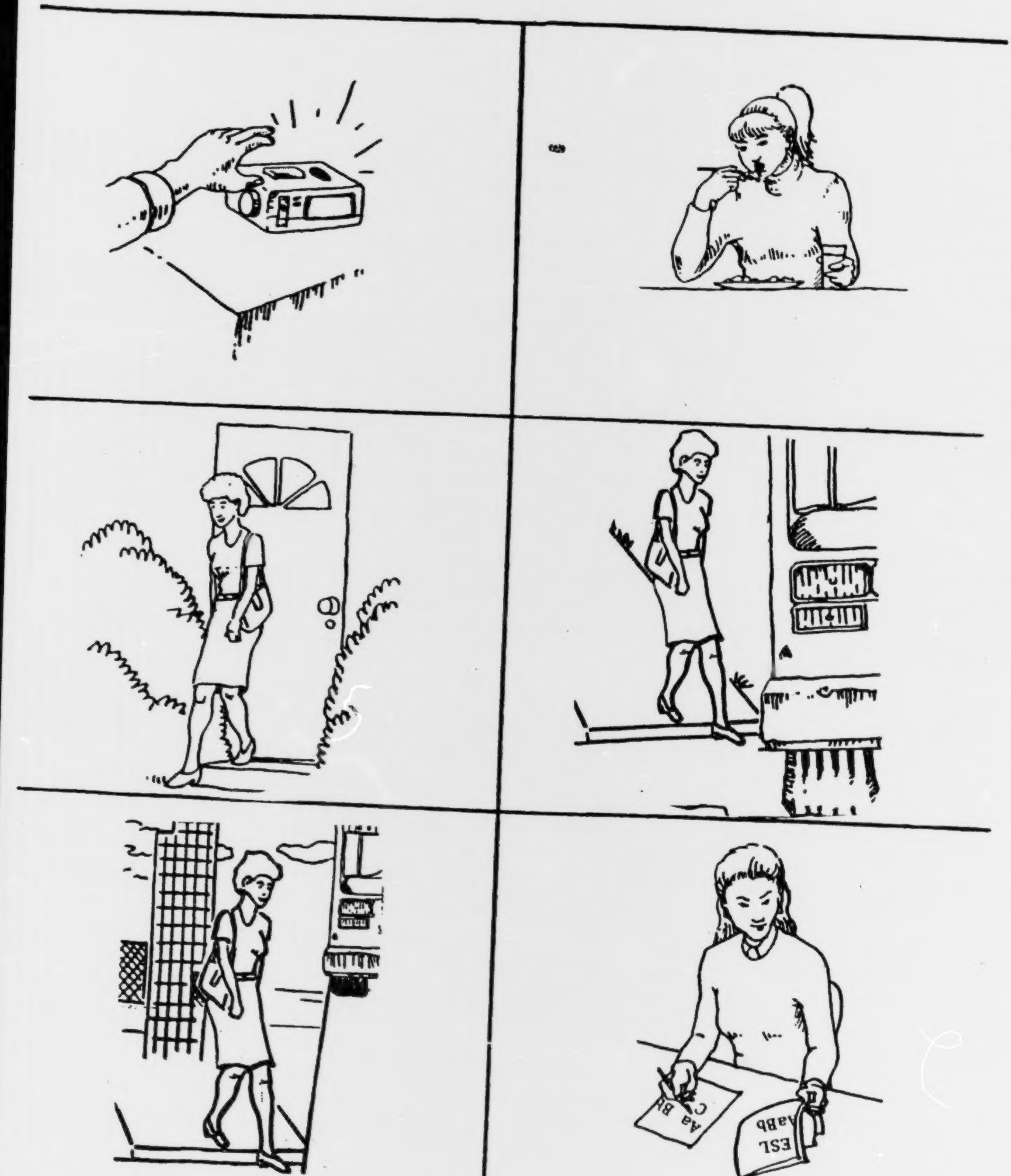
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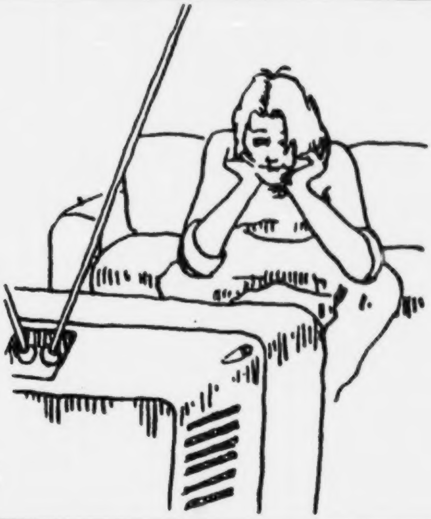

SUNDAY

MONDAY

TUESDAY

WEDNESDAY

THURSDAY

FRIDAY

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WED.

THU.	**FRI.**
SAT.	

JANUARY

FEBRUARY

MARCH

APRIL

MAY

JUNE

JULY	**AUGUST**
SEPTEMBER	**OCTOBER**
NOVEMBER	**DECEMBER**

JAN.

FEB.

MAR.

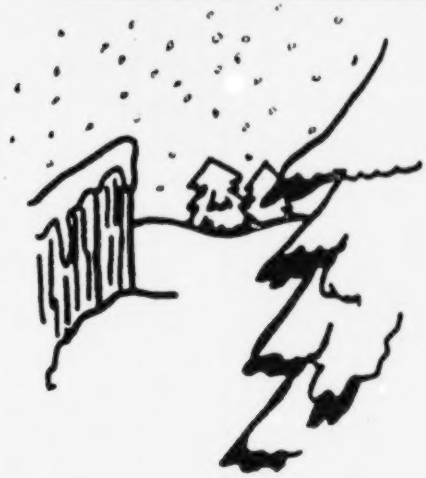
APR.

MAY

JUNE

T/C: Months

JULY	**AUG.**
SEPT.	**OCT.**
NOV.	**DEC.**



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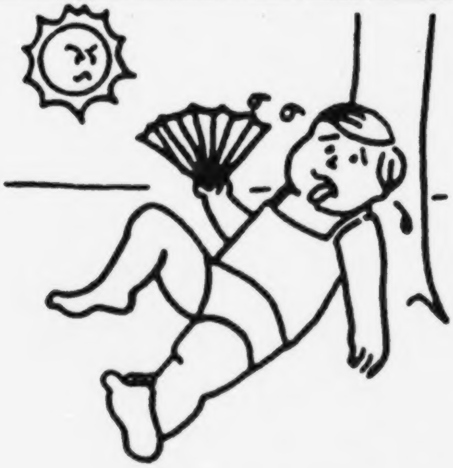

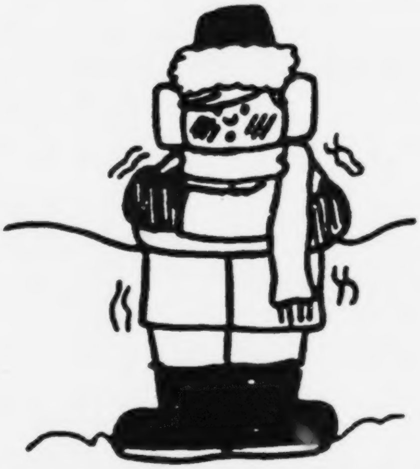

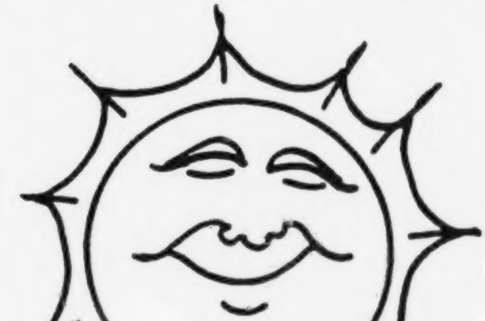

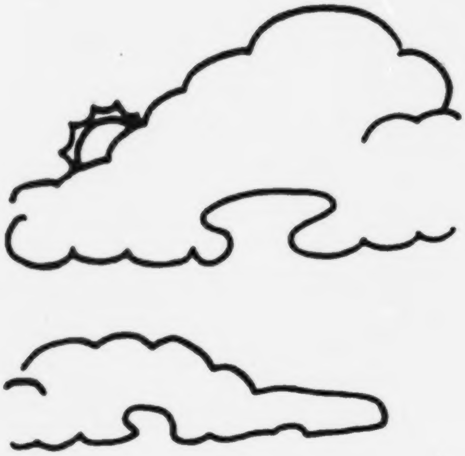

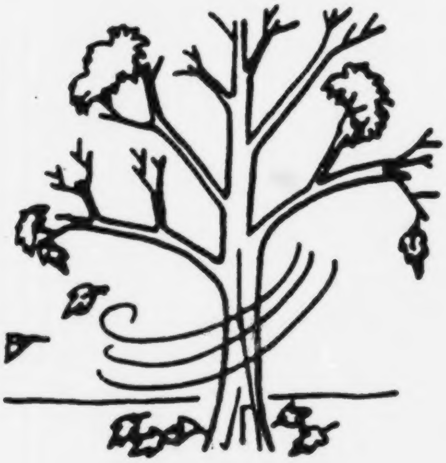

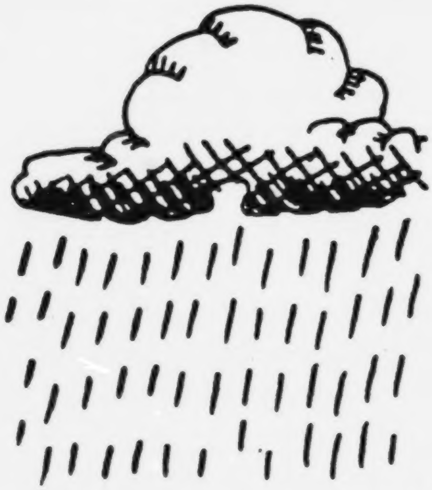

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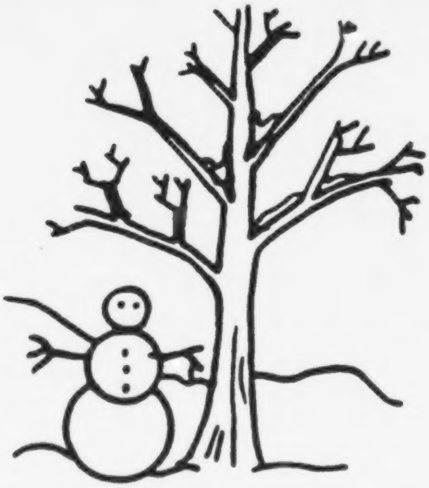
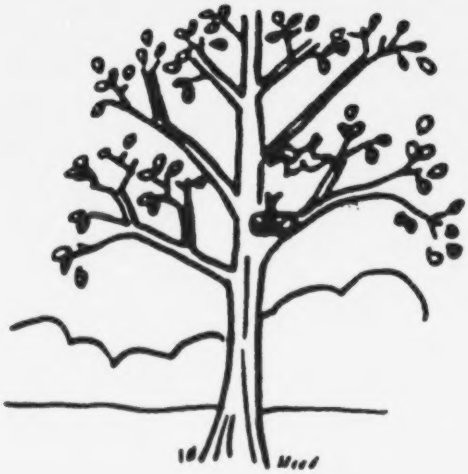
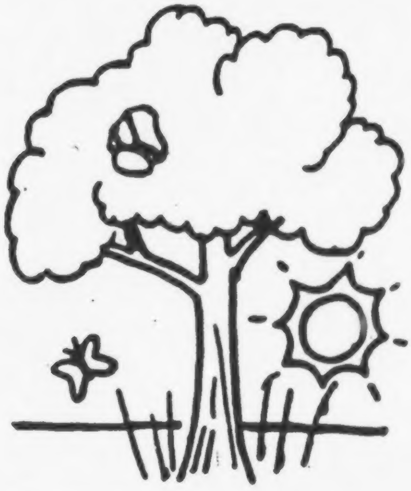
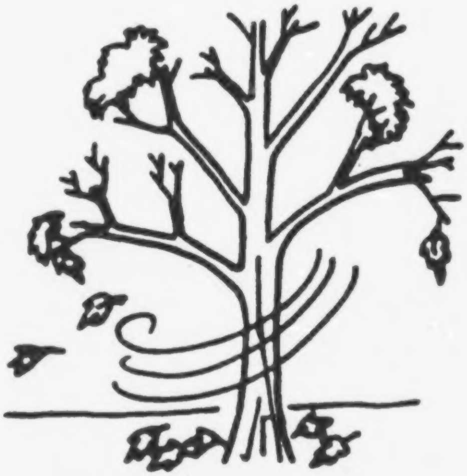
JUNE JULY AUGUST	SEPTEMBER OCTOBER NOVEMBER









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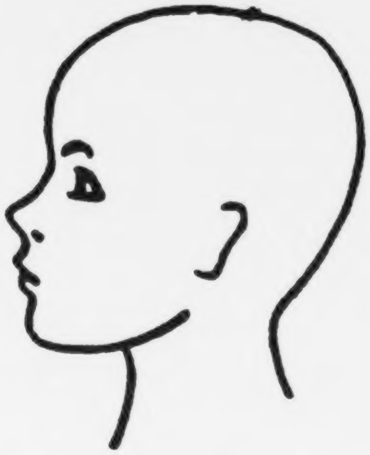

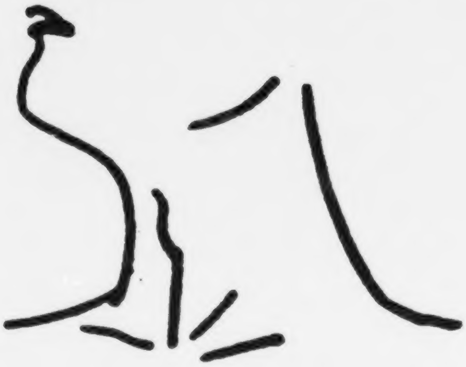

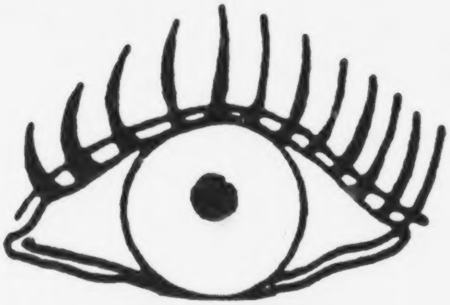

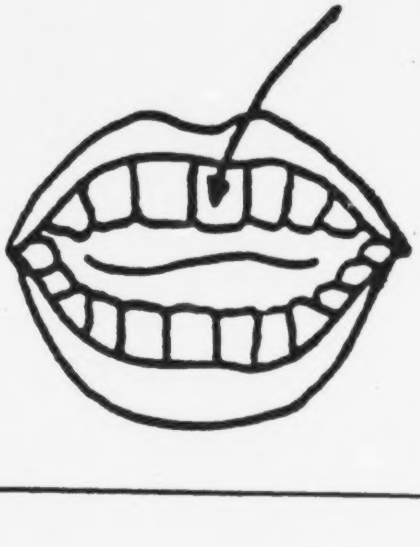

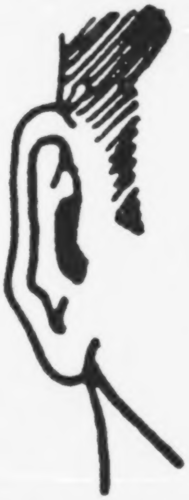

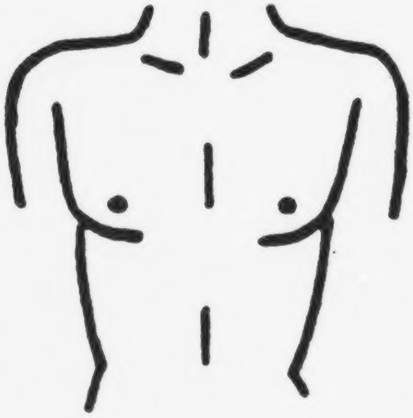

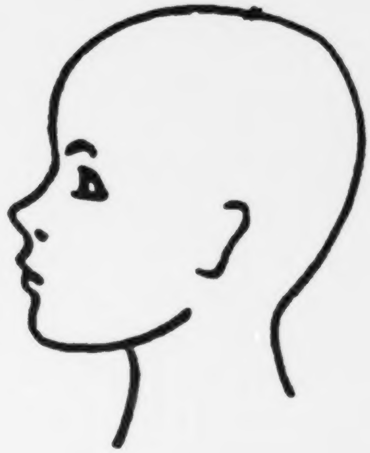

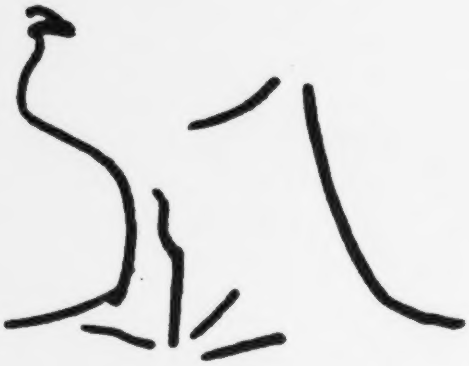

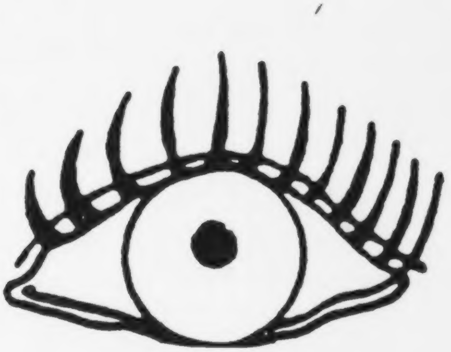

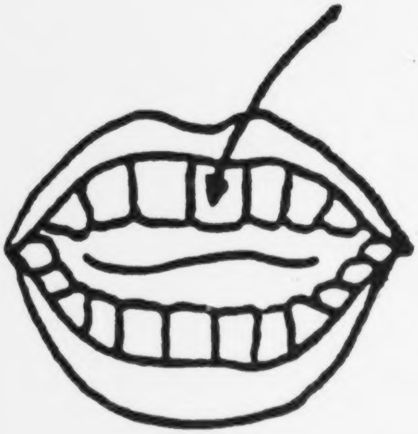

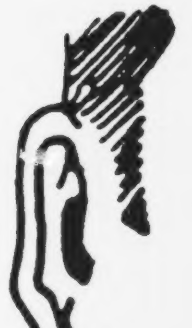

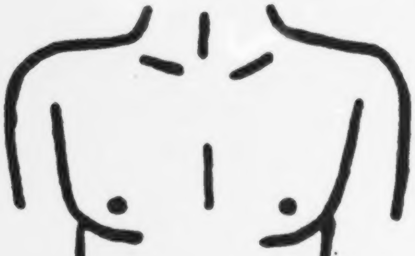

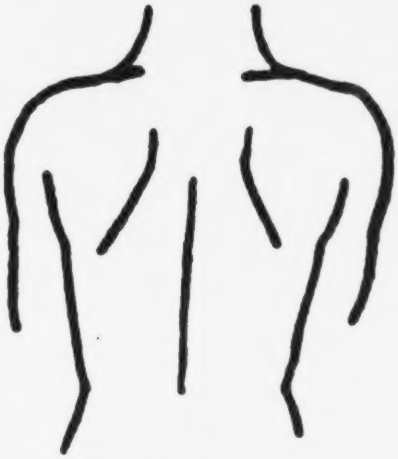

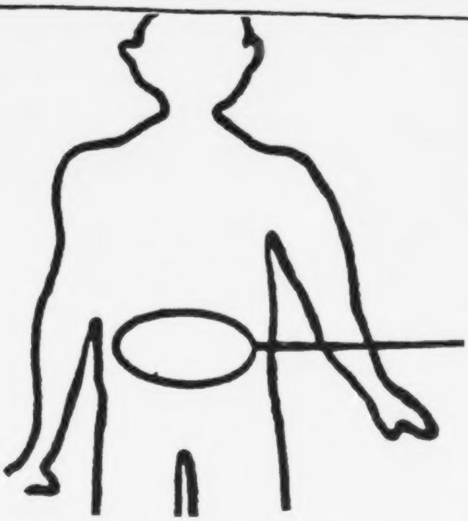

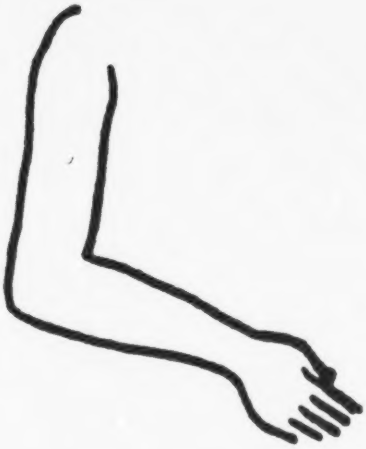

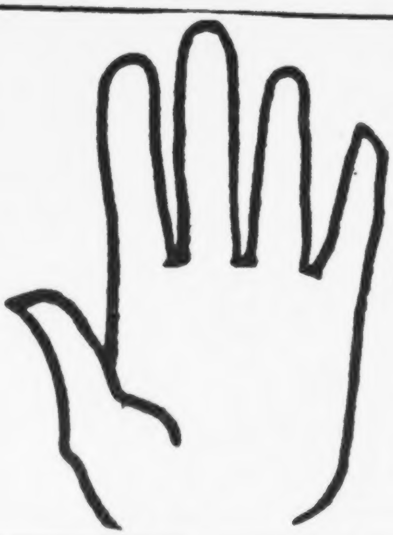

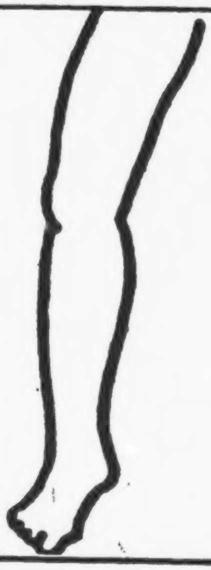

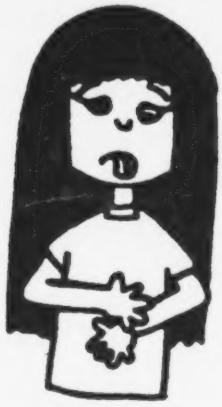

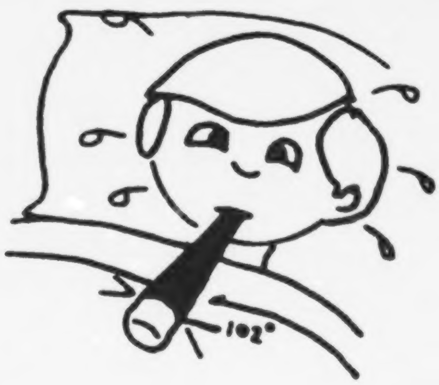
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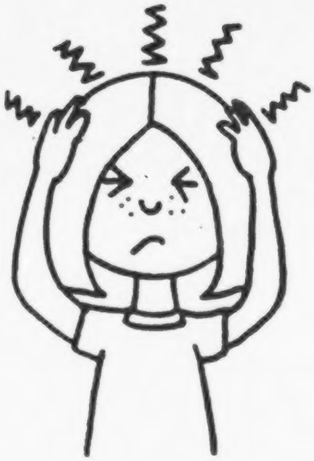

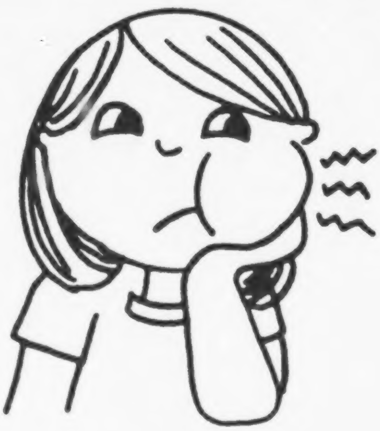

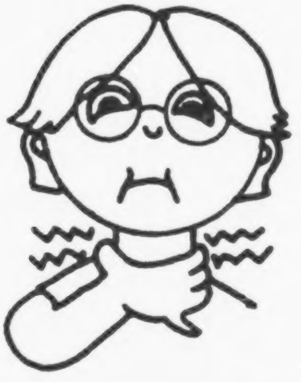

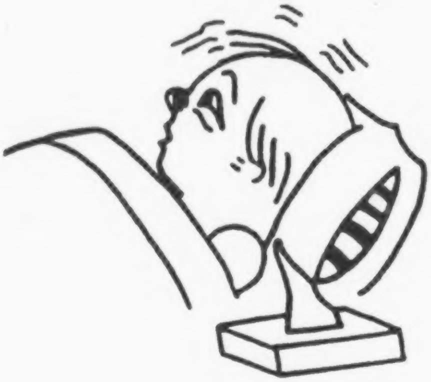

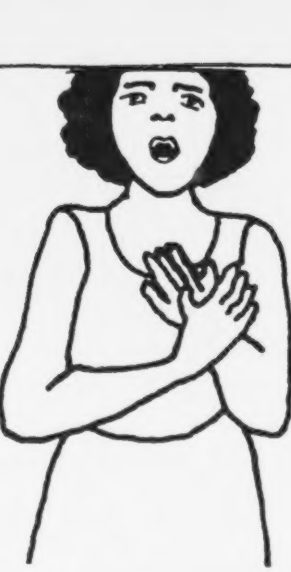

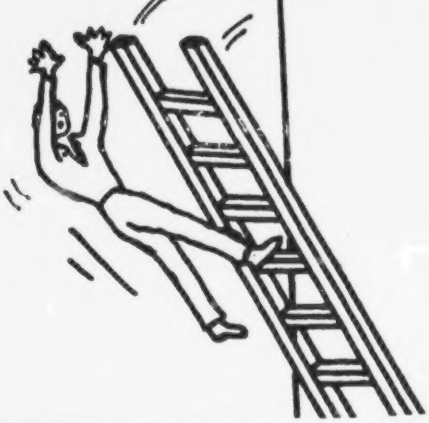

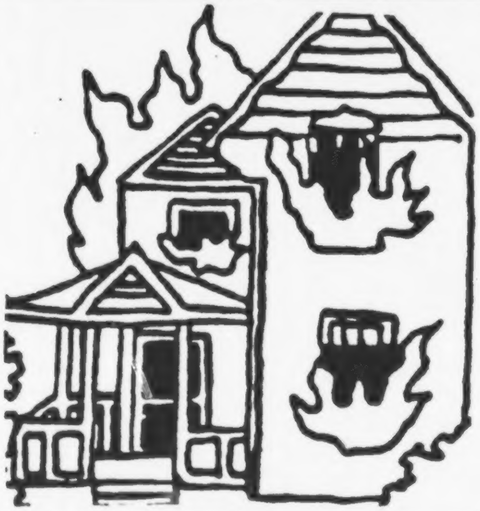

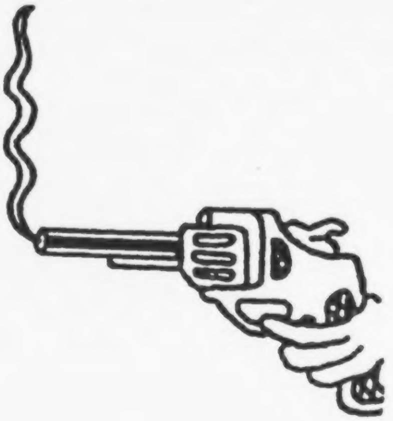

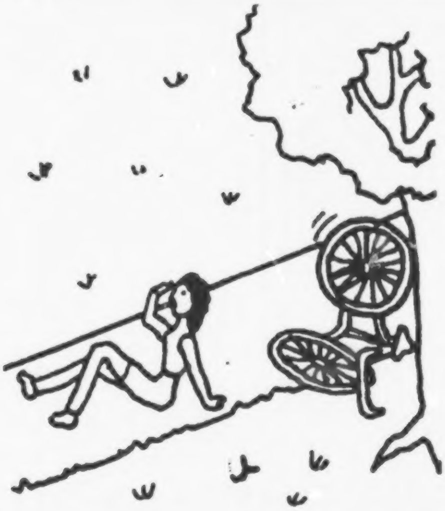

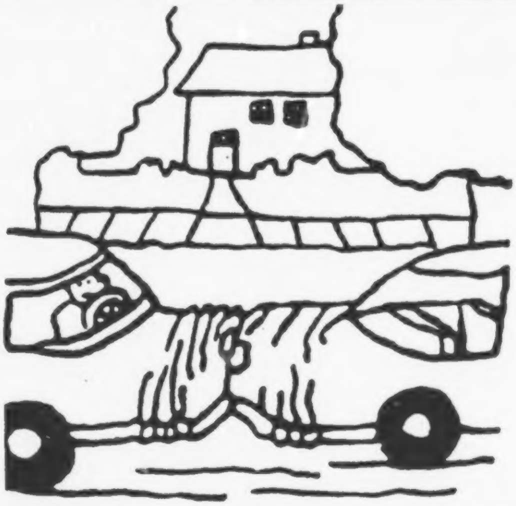

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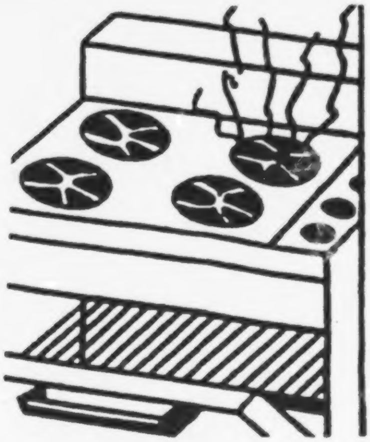
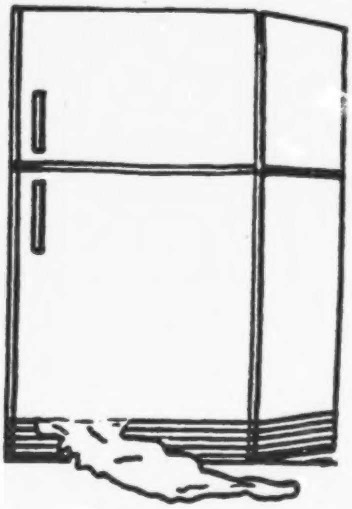
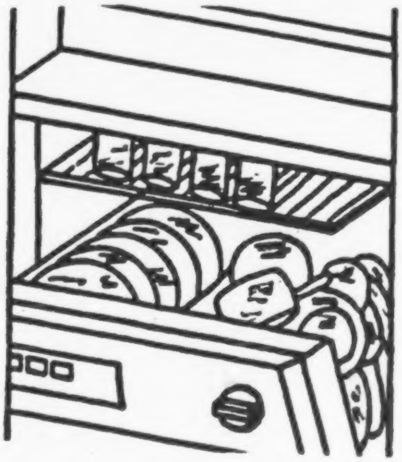
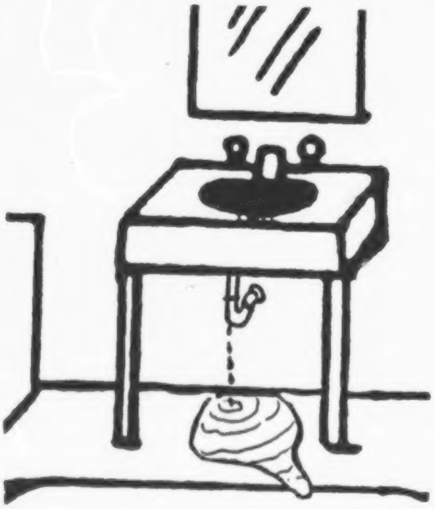
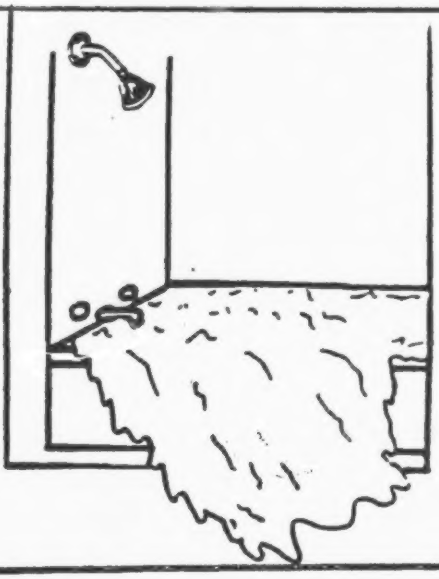
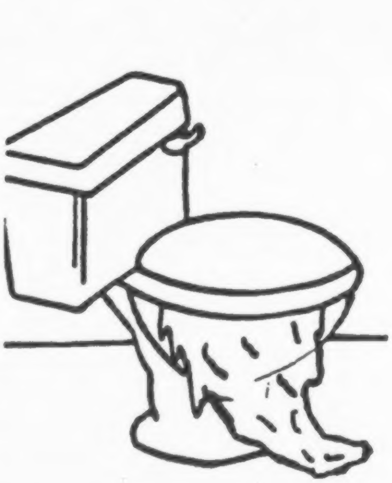


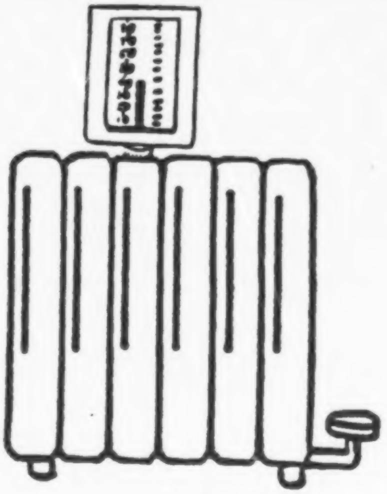


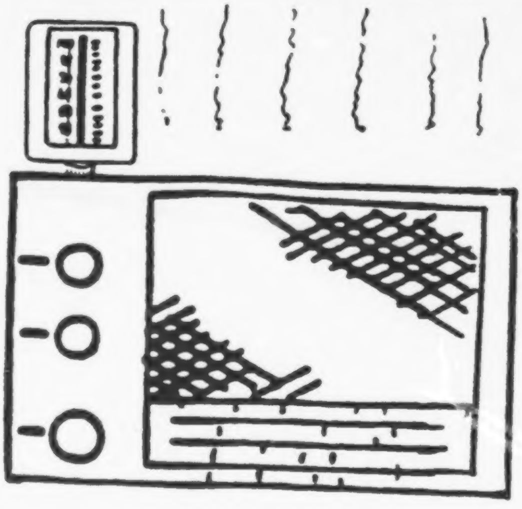


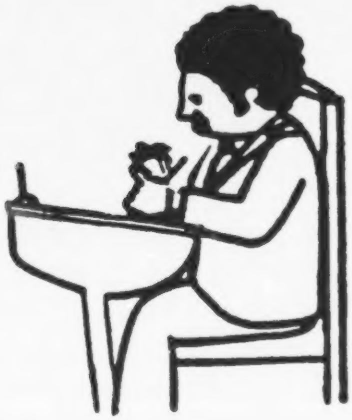


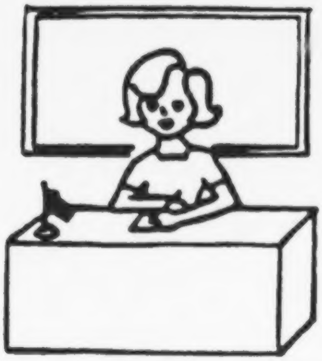


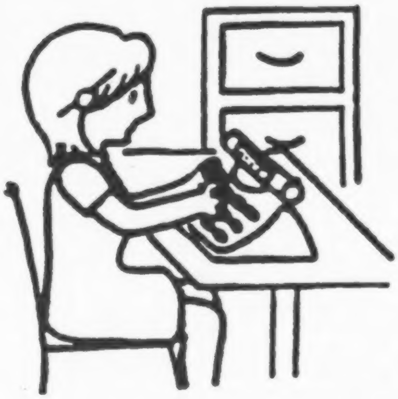


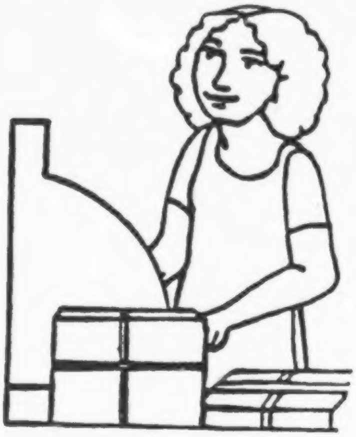


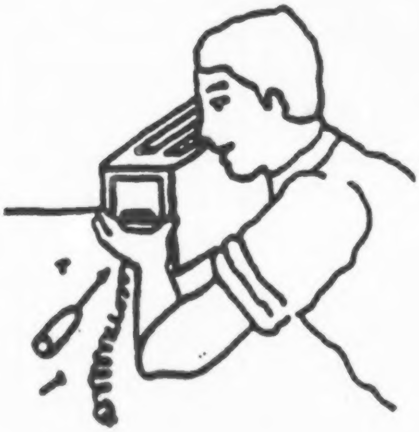


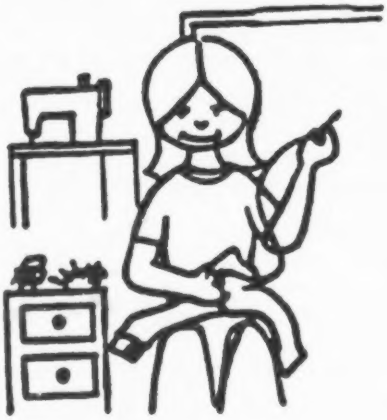


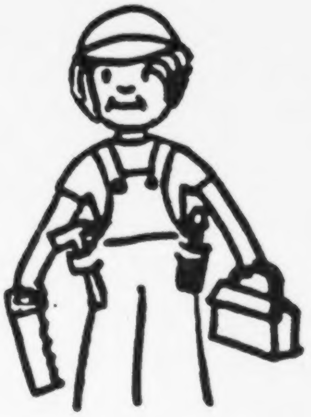


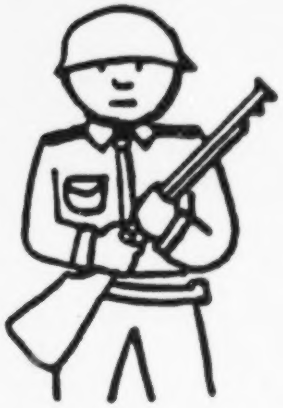


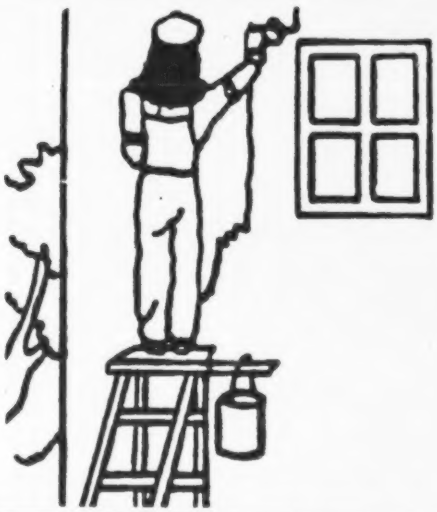


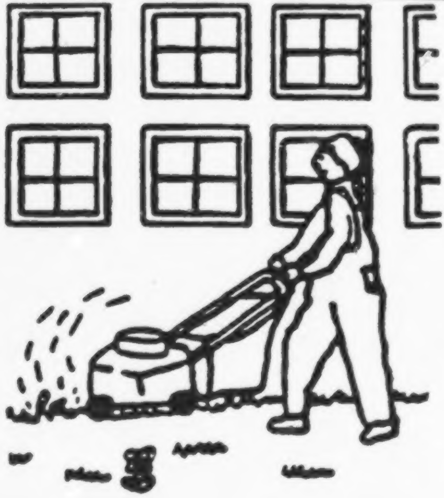


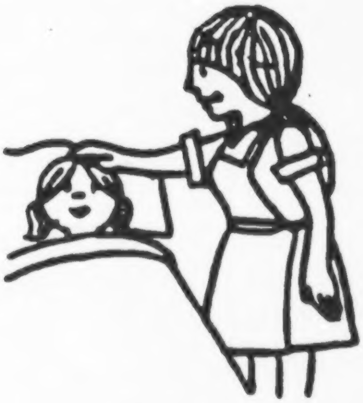


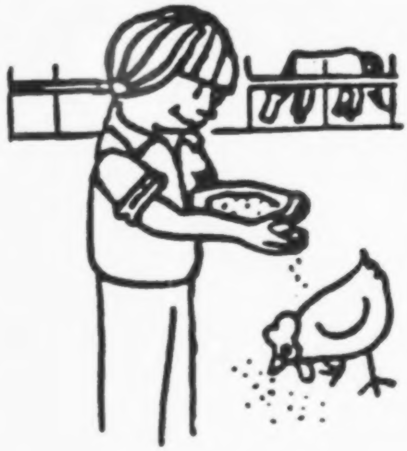


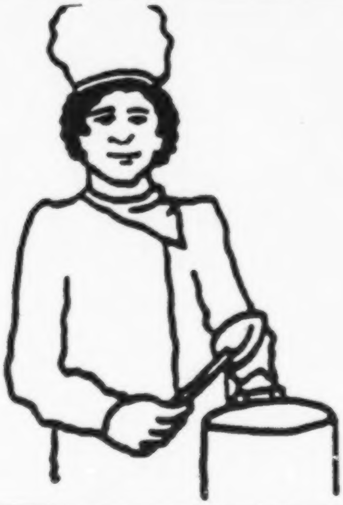


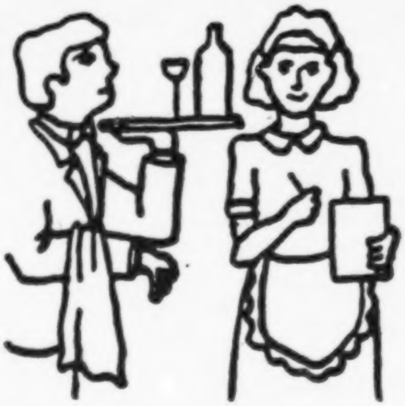


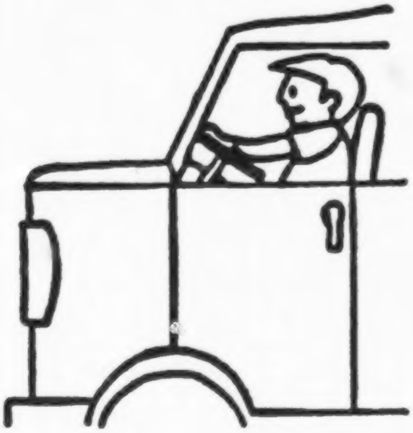


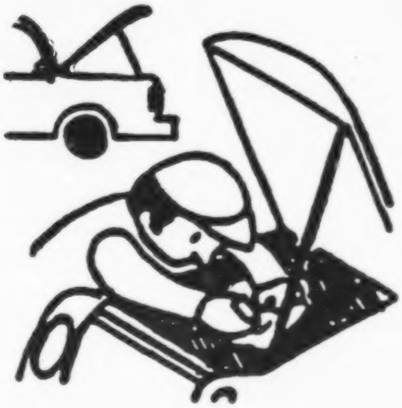


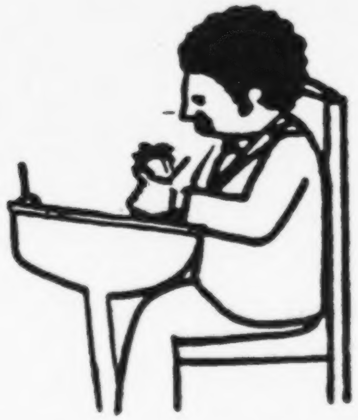


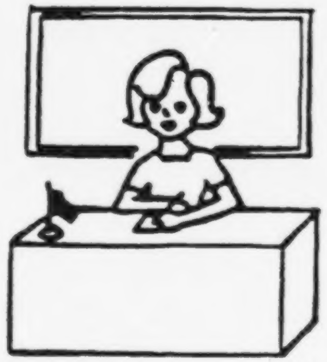


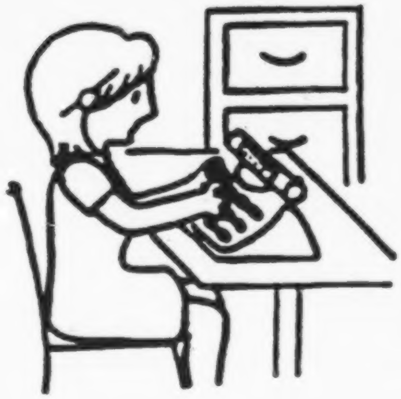


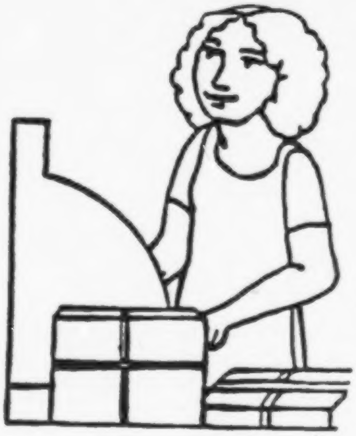


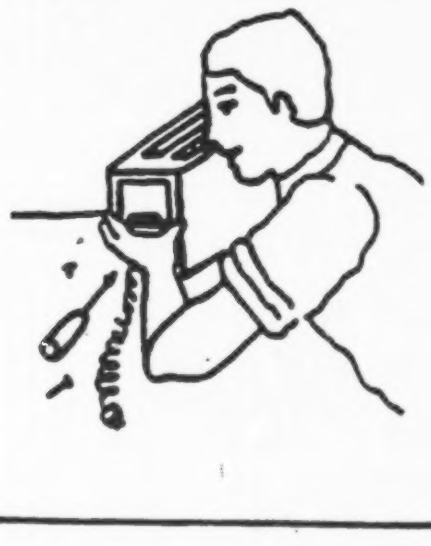


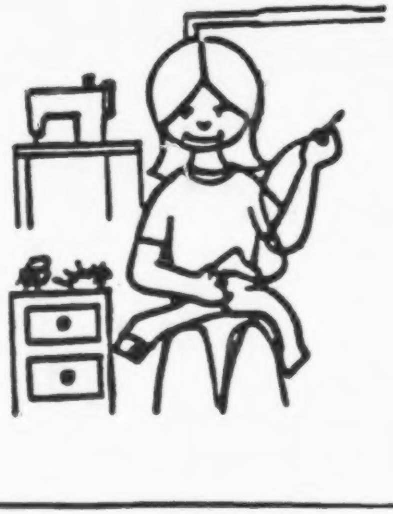


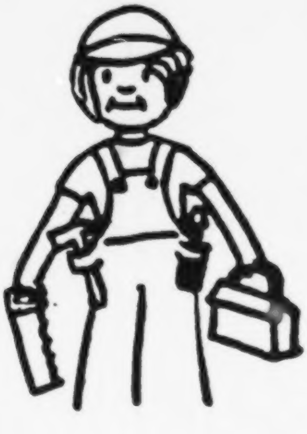


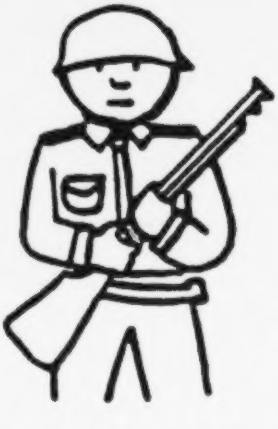


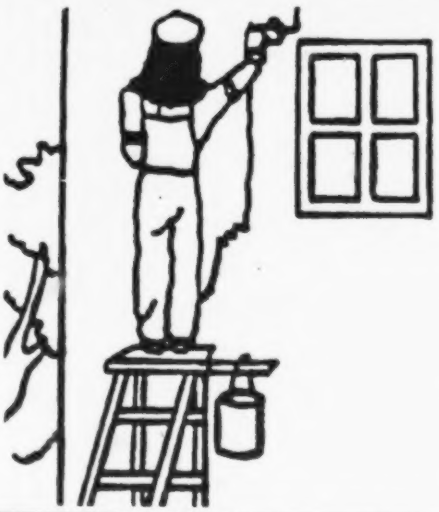


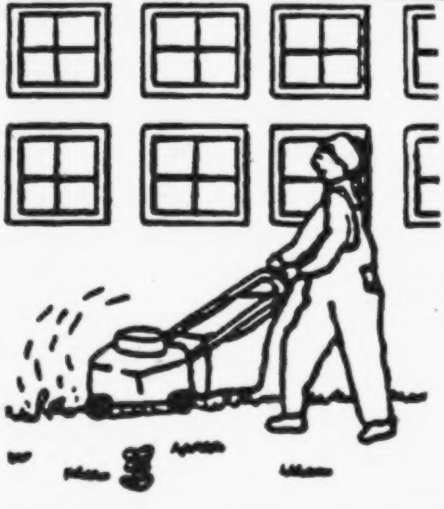


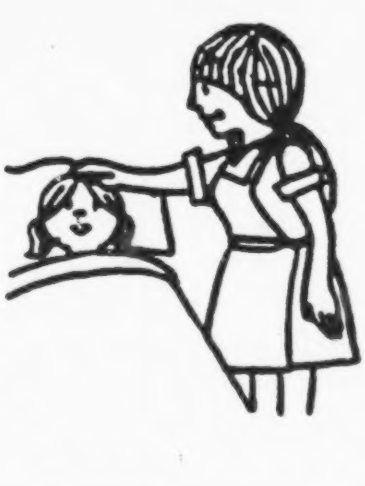


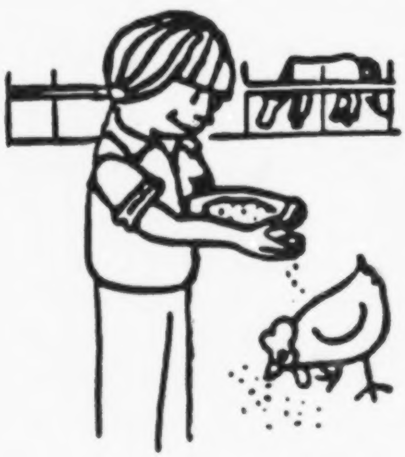


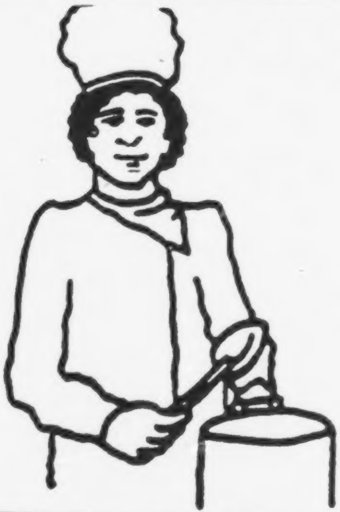


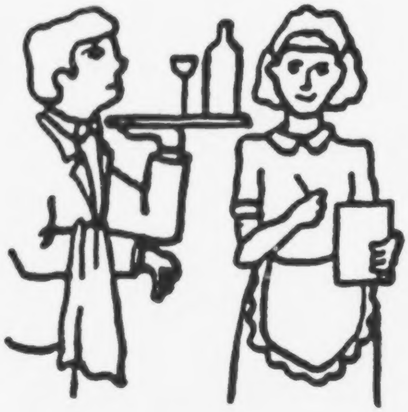


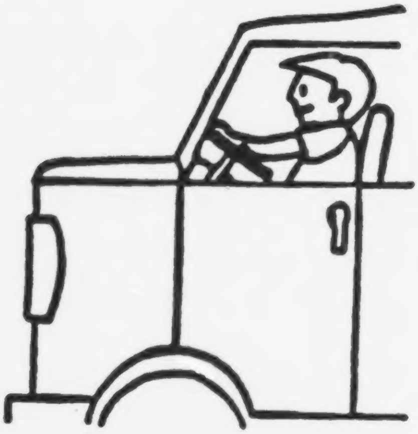


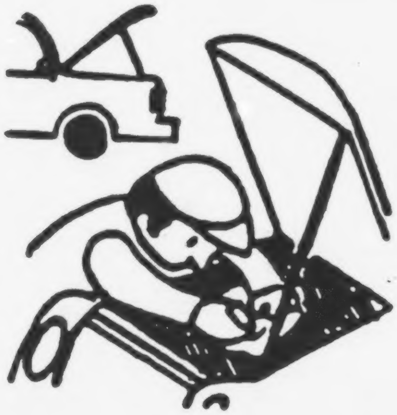












Neighbor-to Neighbor

An ESL Curriculum for Volunteers

Handouts

Name ____________________
First Last

---

1. **Country**____________________

2. **Native Country**____________________

---

3. **NAME**____________________
Last **First**

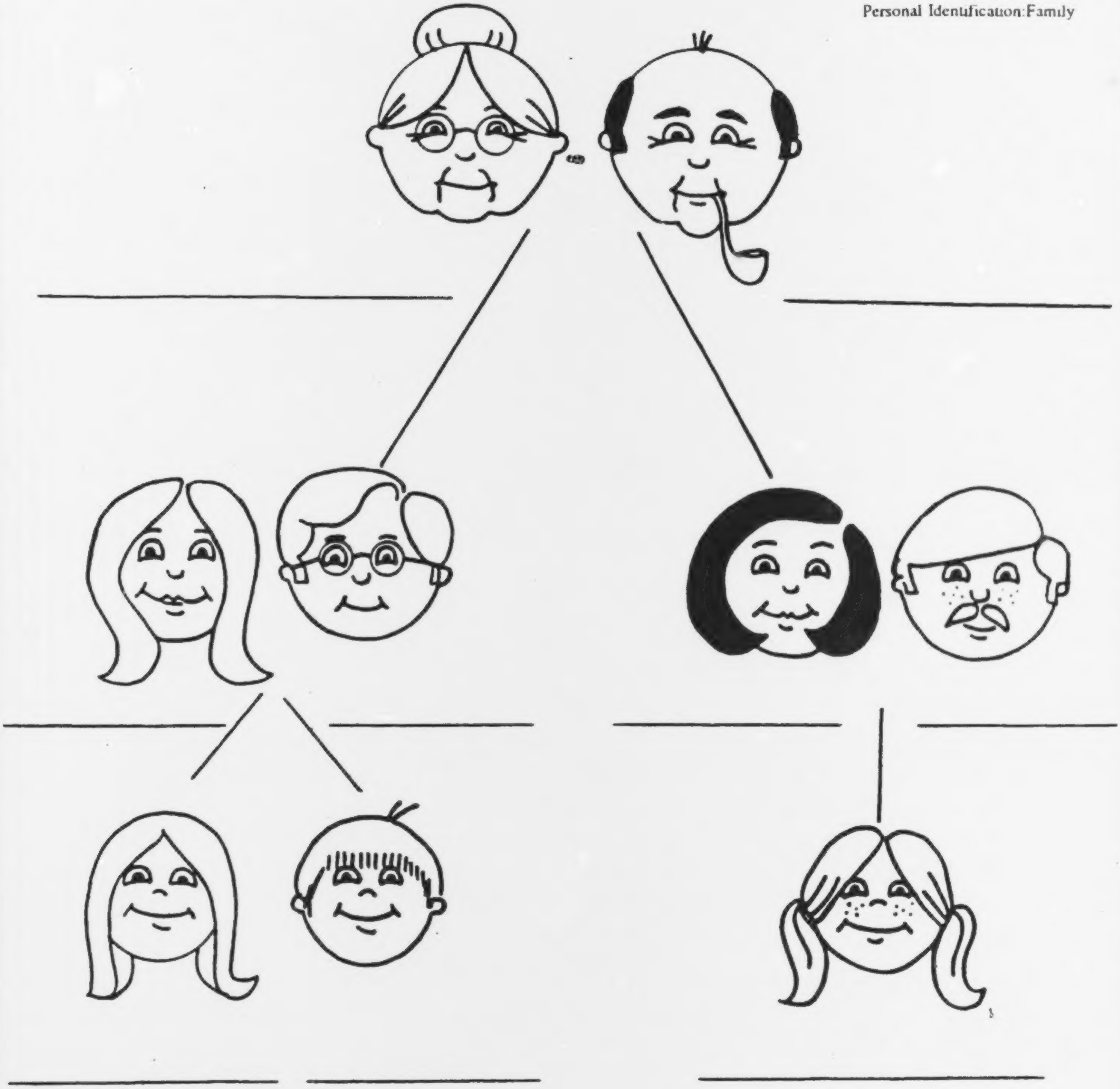
COUNTRY____________________

---

4. **NAME**____________________
First **Last**

NATIVE COUNTRY____________________

Handout ID 3.1
Personal Identification: Family



Ask your classmates questions.

NAME	ARE YOU MARRIED?	DO YOU HAVE CHILDREN?	HOW MANY BROTHERS AND SISTERS DO YOU HAVE?

NAME________________________
FIRST LAST

COUNTRY______________________

NAME____
Last **First**

Single /_/ **Married** /_/

NAME OF HUSBAND/WIFE____________________________________
Last **First**

NAMES OF CHILDREN

Last **First**

____

____

____

____

Handout ID 4.1
Personal Identification: Address

Name____________________

Country__________________

---

1. Street____

City____

State____

Zip Code____

---

2. ____
Number Street Apt. #

---

3. ____
City State Zip Code

---

4. ADDRESS____
Number Street Apt. #

____
City State Zip Code

---

5. Name____________________________ Country____________________
Last First

Address____
Number Street Apt. #

____
City State Zip Code

Handout ID 5.1
Personal Identification:Telephone

NAME____
Last First

ADDRESS____
Number Street Apt. #

____
City State Zip Code

TELEPHONE ( )_______________

NATIVE COUNTRY____________________

☐ MALE ☐ FEMALE ☐ SINGLE ☐ MARRIED

NAME OF HUSBAND/WIFE________________________________
Last First

NAMES OF CHILDREN M/F

________________________________ __

________________________________ __

________________________________ __

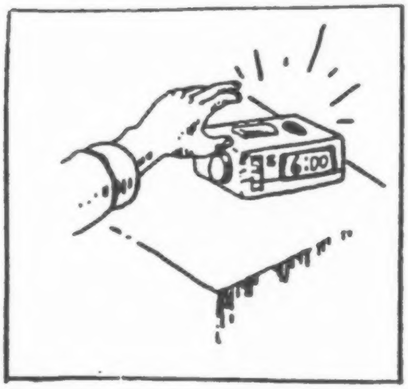
________________________________ __

________________________________ __

Handout TC 2.1
Time/Calendar:Daily Routine

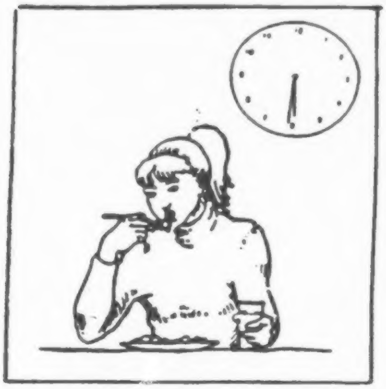
Write the questions and answers.

Name ____________________



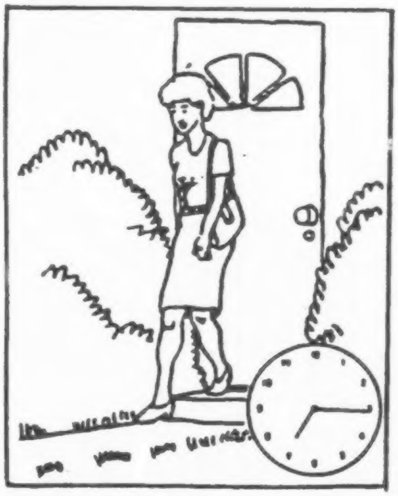
1. What time do you get up?

I get up at 6:00.



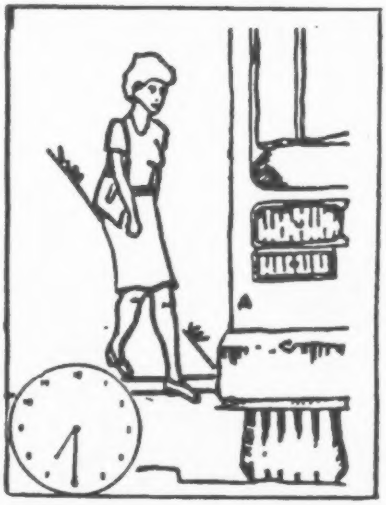
2. ______________________________

____



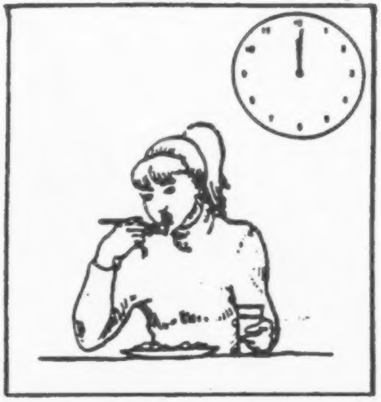
3. ______________________________?

______________________________.



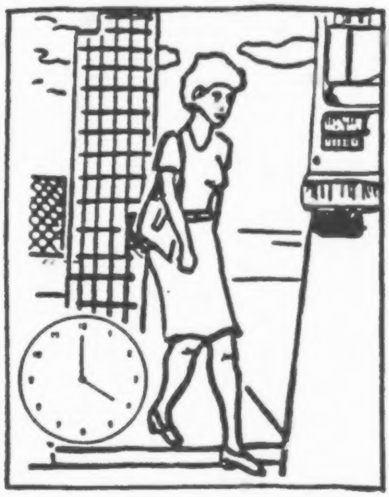
4. ______________________________

____



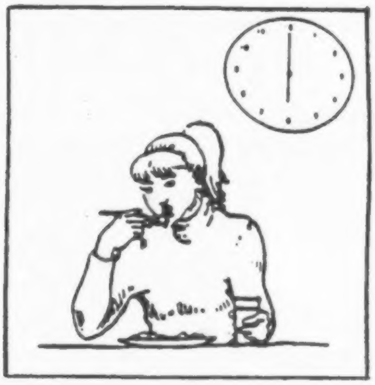
5. ______________________________?

______________________________.



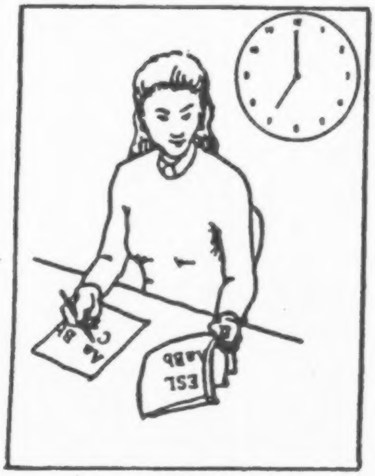
6. ______________________________?

______________________________.



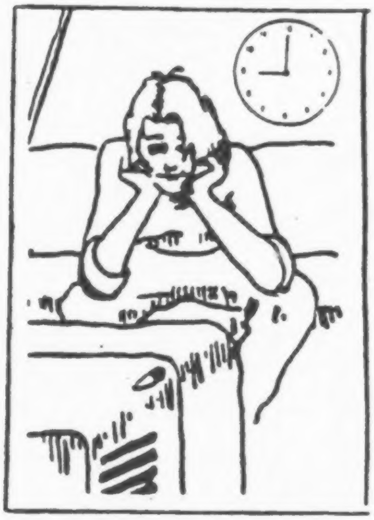
7. ______________________________?

______________________________.


Aa Bb
Cc
ESL
Aa Bb

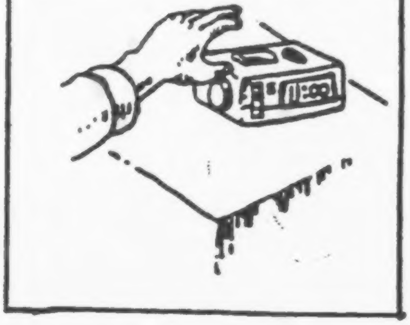
8. ______________________________?

______________________________.



9. ______________________________?

______________________________.



10. ______________________________?

______________________________.

What time do you ______________________?

Name	get up?	go to work?	eat lunch?	go home?	watch T.V.?	go to bed?

Handout T/C 4.2
Time/Calendar:Months

Draw a line to the same month - from the long form to the short form.

JANUARY	**MAR.**
FEBRUARY	**JAN.**
MARCH	**AUG.**
APRIL	**FEB.**
MAY	**SEPT.**
JUNE	**DEC.**
JULY	**OCT.**
AUGUST	**JUNE**
SEPTEMBER	**MAY**
OCTOBER	**NOV.**
NOVEMBER	**APR.**
DECEMBER	**JULY**

NAME________________

Write the long forms of the months.

Example: **Dec.** _December_

1. **Jan.** ____________________

2. **Feb.** ____________________

3. **Mar.** ____________________

4. **Apr.** ____________________

5. **May** ____________________

6. **June** ____________________

7. **July** ____________________

8. **Aug.** ____________________

9. **Sept.** ____________________

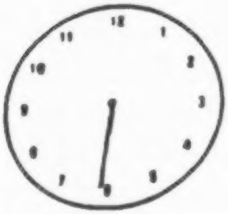
10. **Oct.** ____________________

11. **Nov.** ____________________

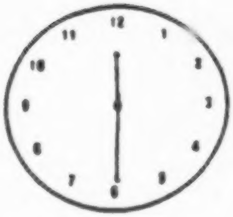
12. **Dec.** ____________________

Handout TC 1.1
Time/Calendar:Time

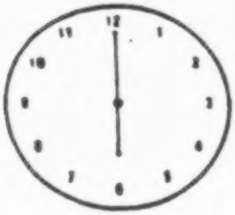
What time is it?



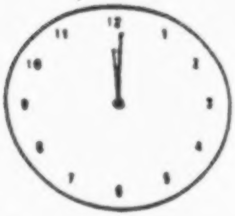
A. 6:30



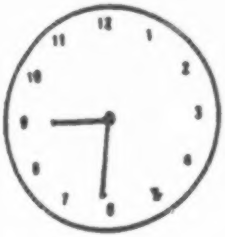
B. ________



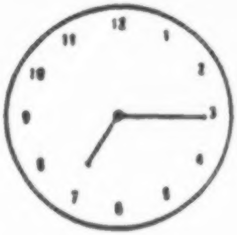
C. ________



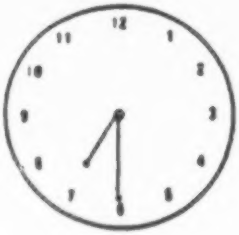
D. ________



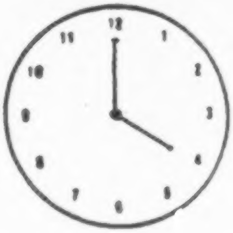
E. ________



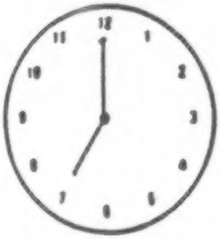
F. ________



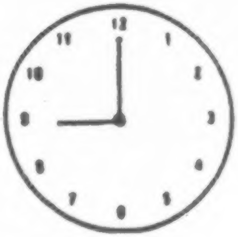
G. ________



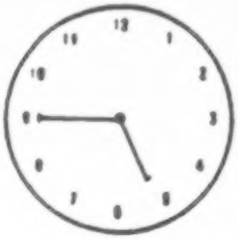
H. ________



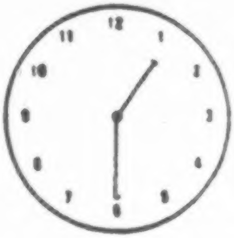
I. ________



J. ________



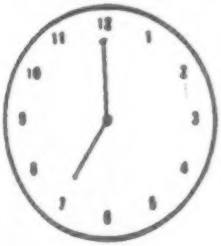
K. ________



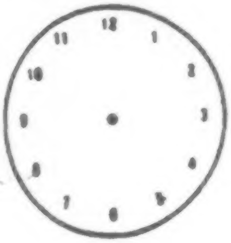
L. ________

Set the clock.

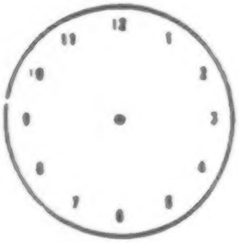
7:00



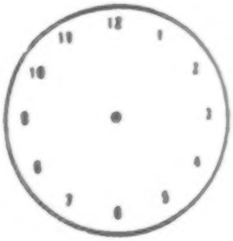
8:00



10:00



3:00

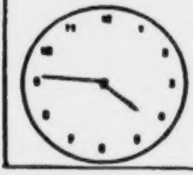


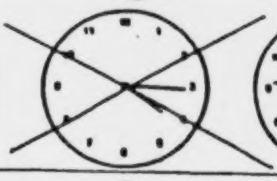
What time is it?

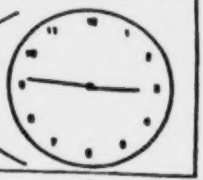
Put an X on the clock with the correct time:

Example: Teacher: "It's four fifteen."

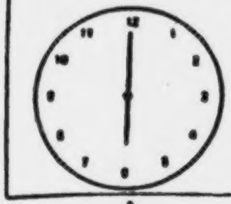
Student:


A


B


C

1.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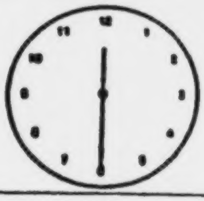
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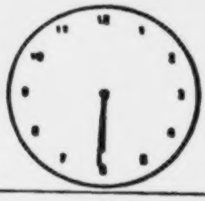
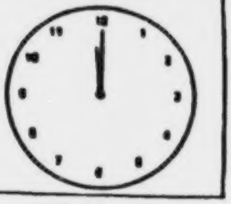
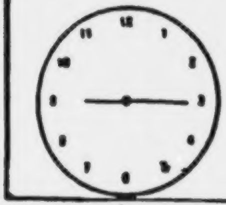

C


D

2.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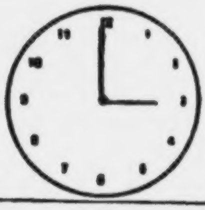
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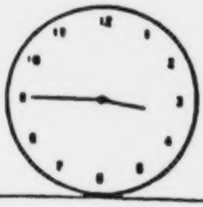
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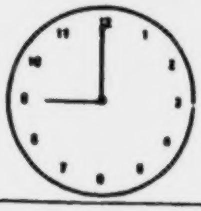
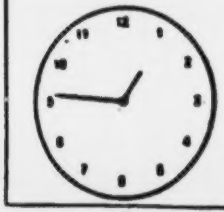

D

3.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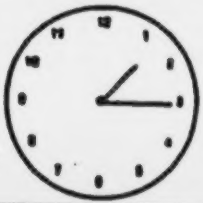
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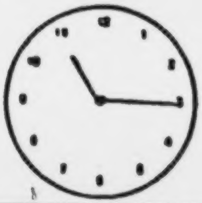
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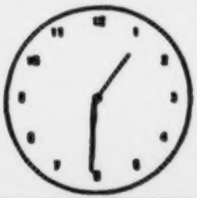
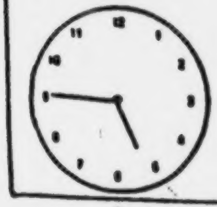

D

4.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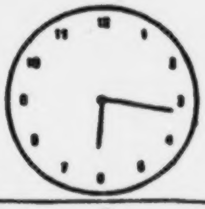
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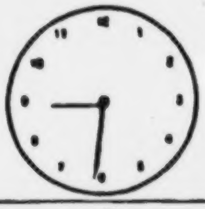
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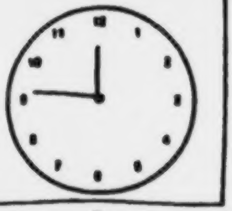

D

What day is it?

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3	4	5	6	7

Sunday ________ ________ ________ ________ ________ ________

Sun. ________ ________ ________ ________ ________ ________

Handout T/C 3.2
Time/Calendar:Days

NAME__________________

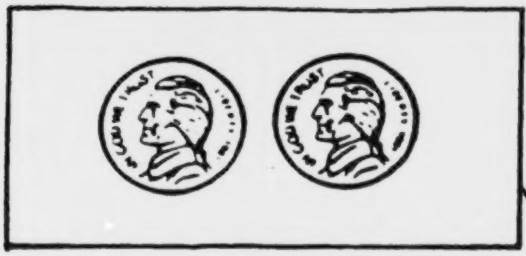
Draw a line to the same day - from the long form to the short form.

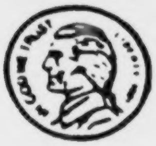
SUNDAY	**WED.**
MONDAY	**FRI.**
TUESDAY	**SUN.**
WEDNESDAY	**SAT.**
THURSDAY	**MON.**
FRIDAY	**TUE.**
SATURDAY	**THU.**

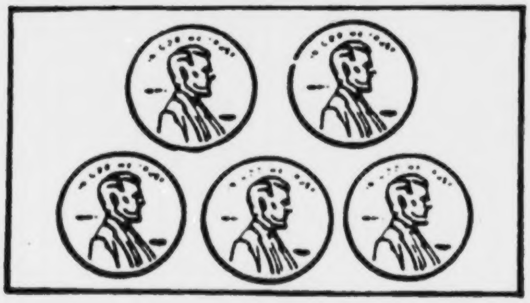
Handout SH 1 2
Shopping Money

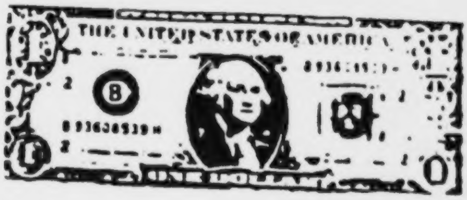
Draw a line to the same amount.

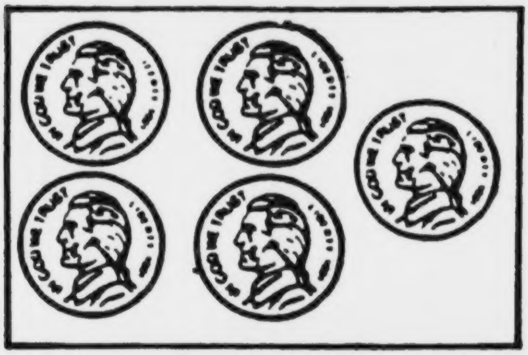
NAME ____________________

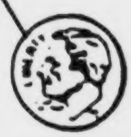


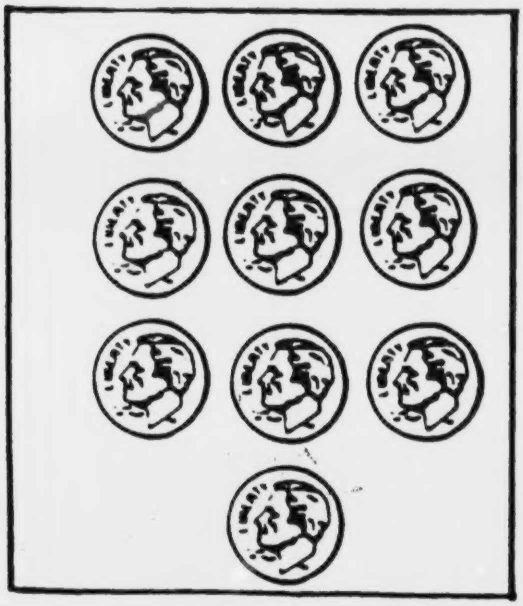


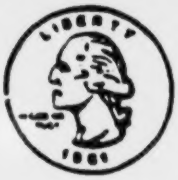








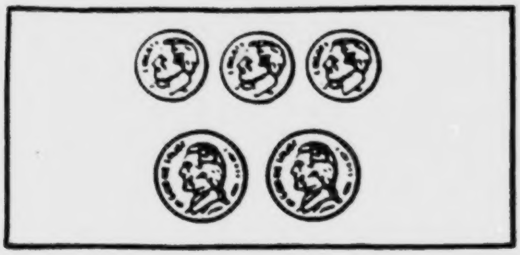


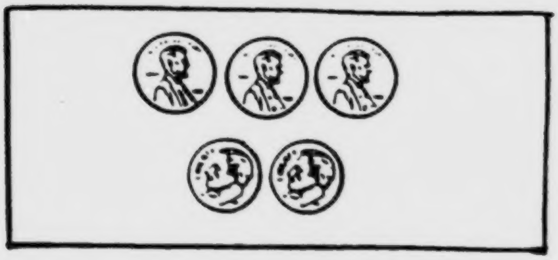


Circle the money you hear.

Name ______________________

1.





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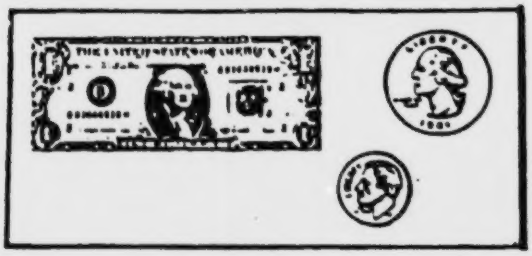

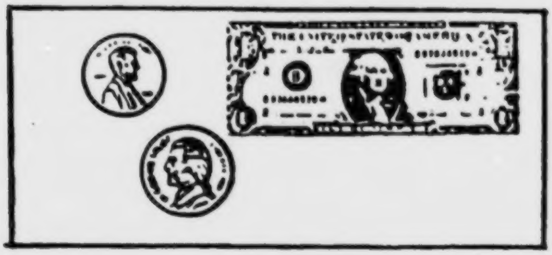

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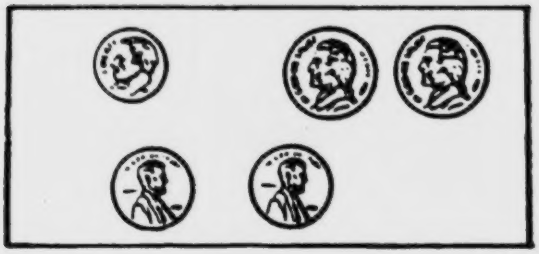

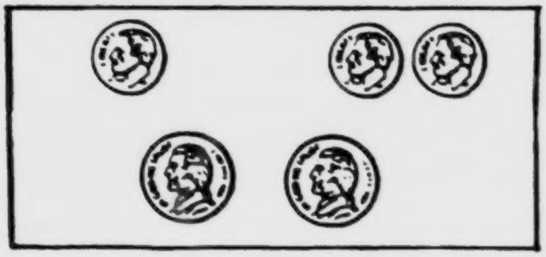

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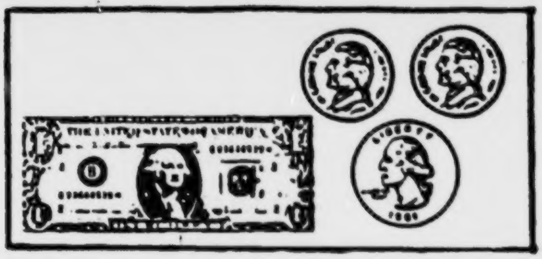
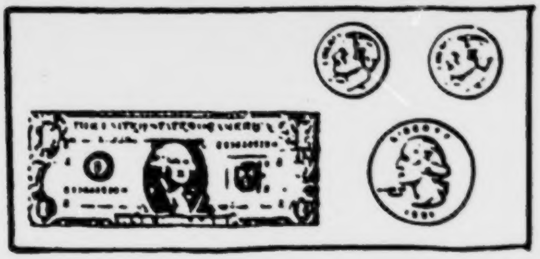
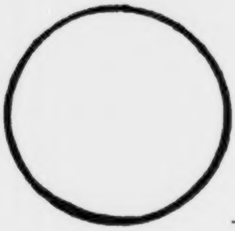


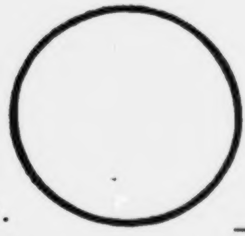


What color is it?

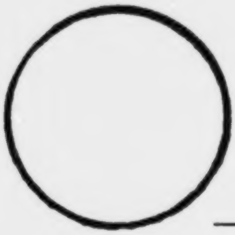
Name________________



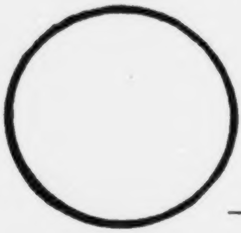
1. white



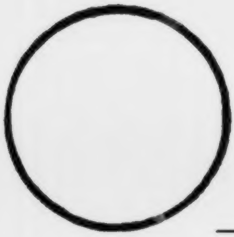
2. ________________



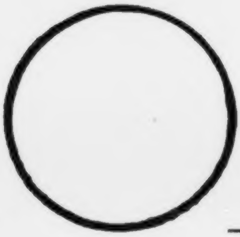
3. ________________



4. ________________



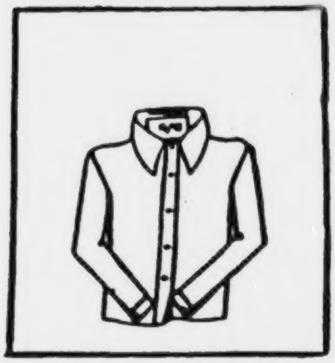
5. ________________



6. ________________

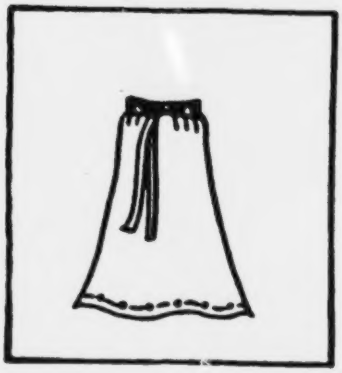
How much is the shirt?

Name ____________________



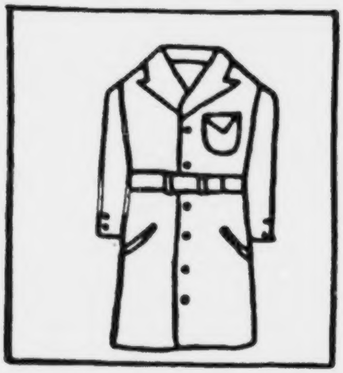
1. shirt

$18.25



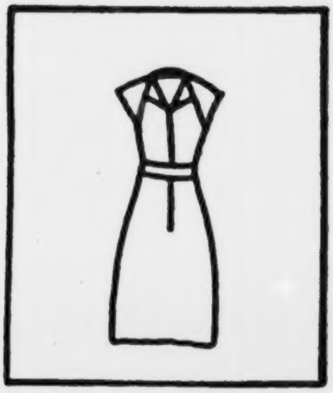
2. ____________________

____



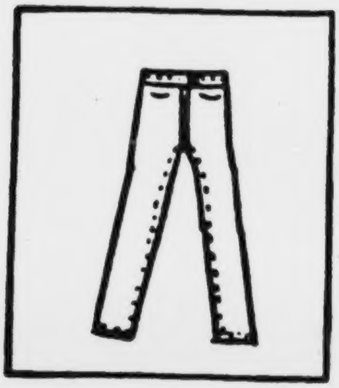
3. ____________________

____



4. ____________________

____



5. ____________________

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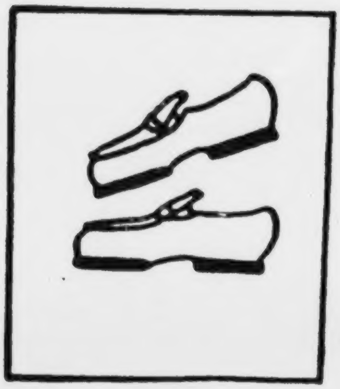


6. ____________________

____

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

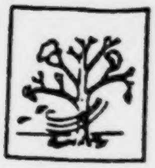
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

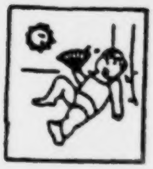
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

How's the weather?

Handout WE 1
Weather: Weath



1. It's windy.



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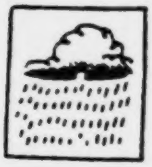

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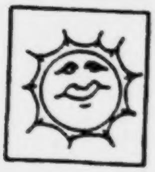

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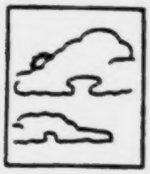

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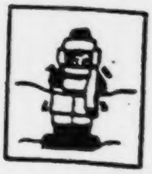

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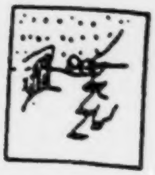
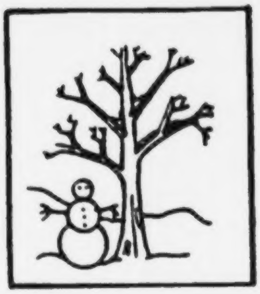
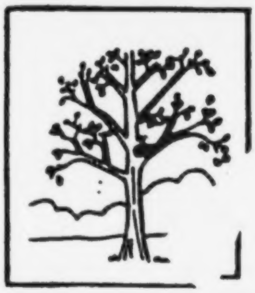
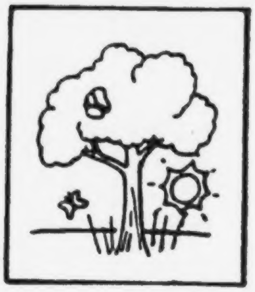
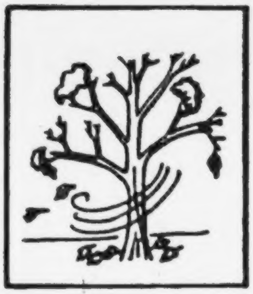


8.

1.  ______________

2.  ______________

3.  ______________

4.  ______________

Handout WE 2.2
Weather: Seasons

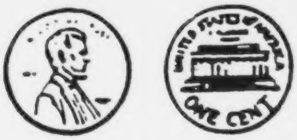
What season is it? Draw a line.

1. WINTER	MARCH APRIL MAY
2. SPRING	JUNE JULY AUGUST
3. SUMMER	DECEMBER JANUARY FEBRUARY
4. FALL	SEPTEMBER OCTOBER NOVEMBER

What is it?
How much is it?

Name ____________________

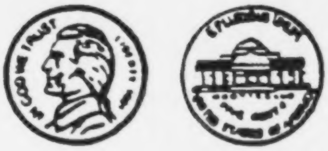
1.



It's a penny.

$ .01 1c

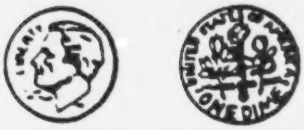
2.



____.

____.

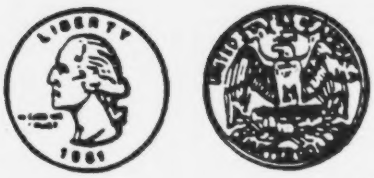
3.



____.

____.

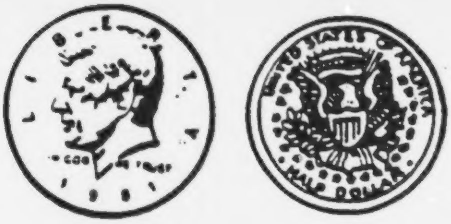
4.



____.

____.

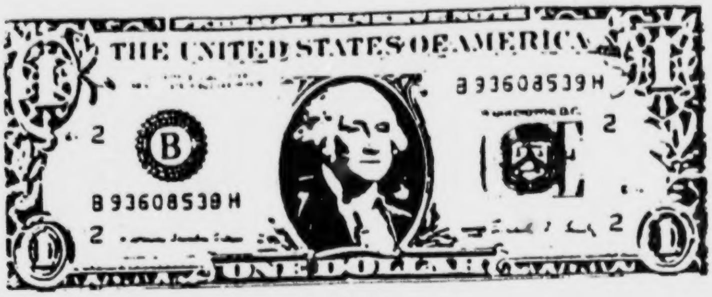
5.



____.

____.

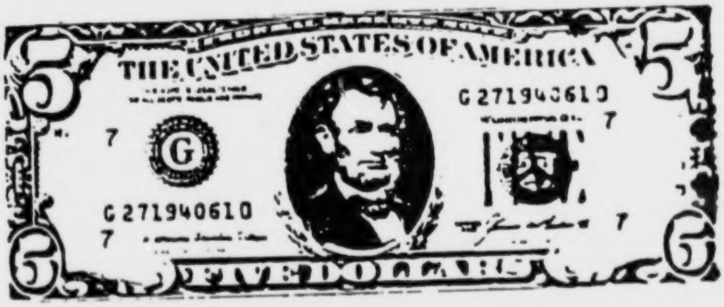
6.


THE UNITED STATES OF AMERICA
B93608539H
B
2
ONE DOLLAR
1

______________________________.

______________________________.

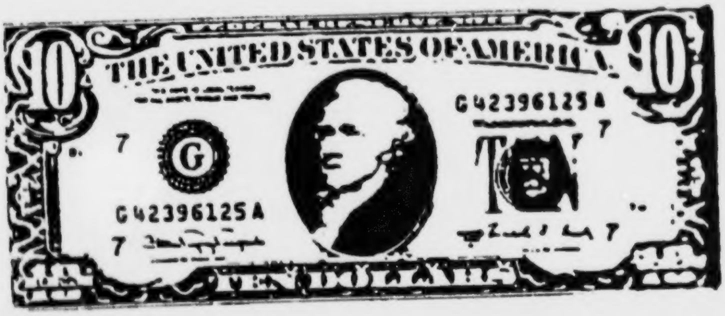
7.


THE UNITED STATES OF AMERICA
G271940610
G
7
FIVE DOLLARS
5

______________________________.

______________________________.

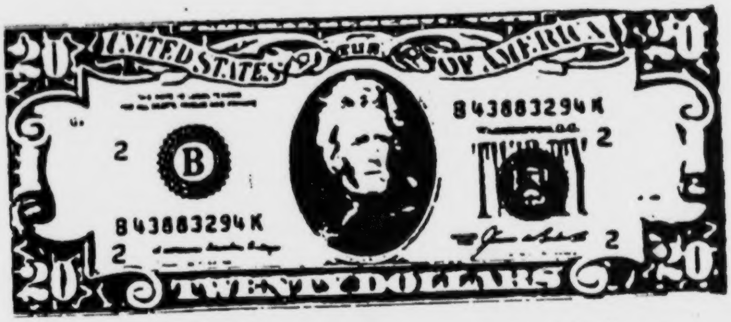
8.


THE UNITED STATES OF AMERICA
G42396125A
G
7
TEN DOLLARS
10

______________________________.

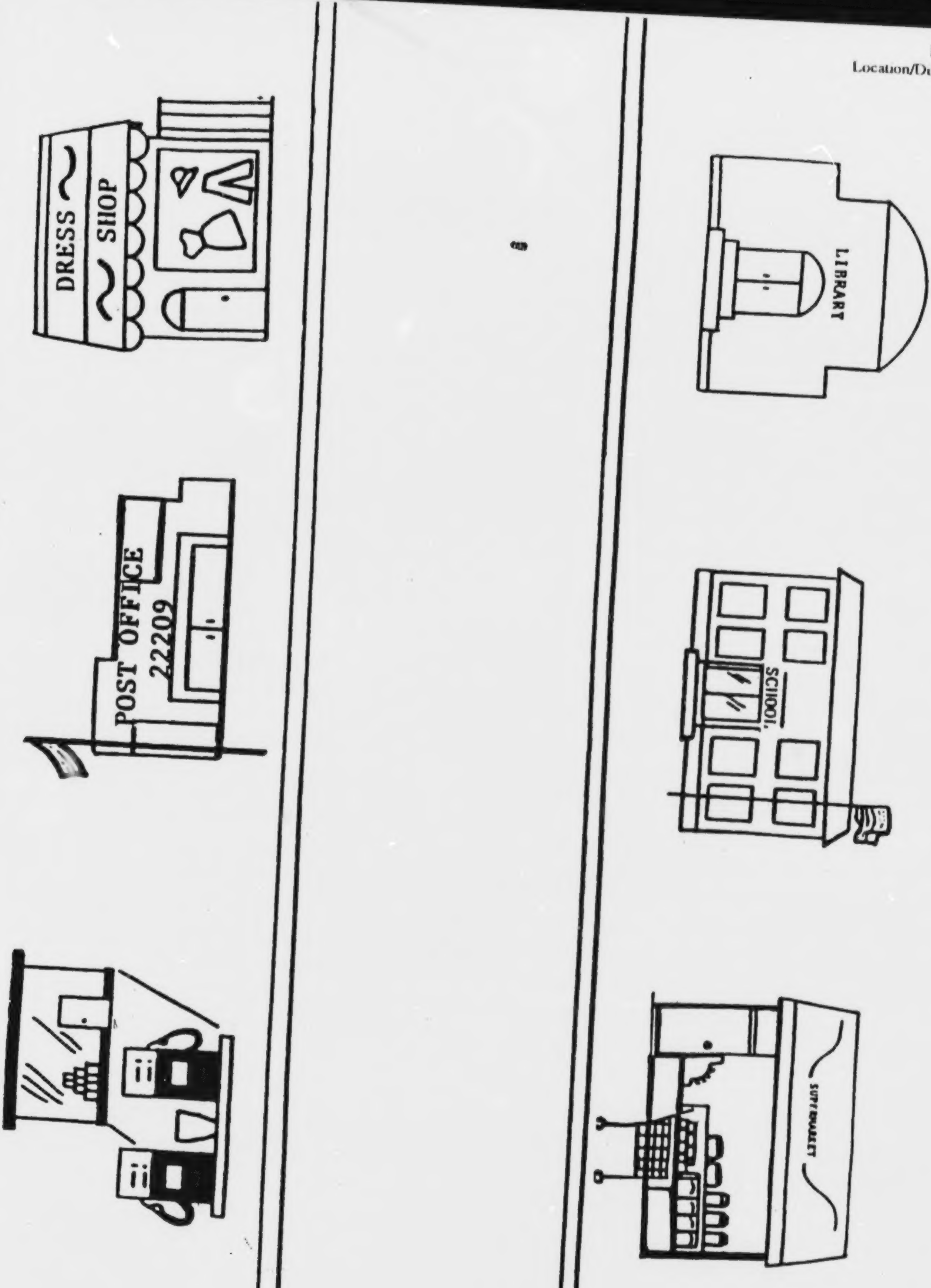
____

9.

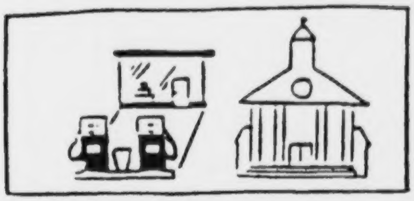

UNITED STATES OF AMERICA
B43883294K
B
2
TWENTY DOLLARS
20

____

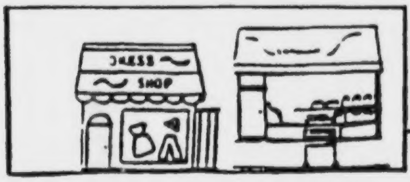
____


DRESS SHOP
POST OFFICE
22209
LIBRARY
SCHOOL
SUPERMARKET

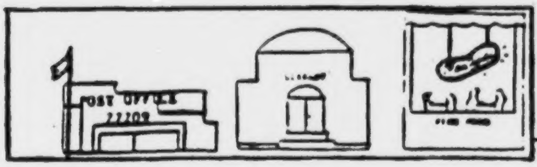
Where is the gas station?



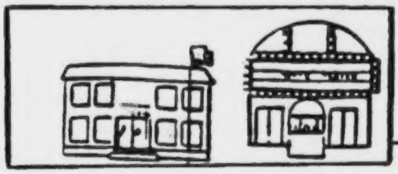
1. The gas station is next to the church.



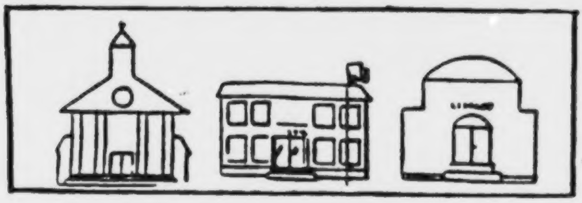
2. The dress shop is ____


POST OFFICE
22209

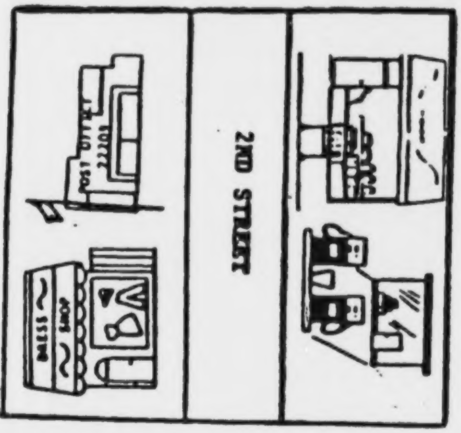
3. The library is ____
____



4. The movie theater is ____



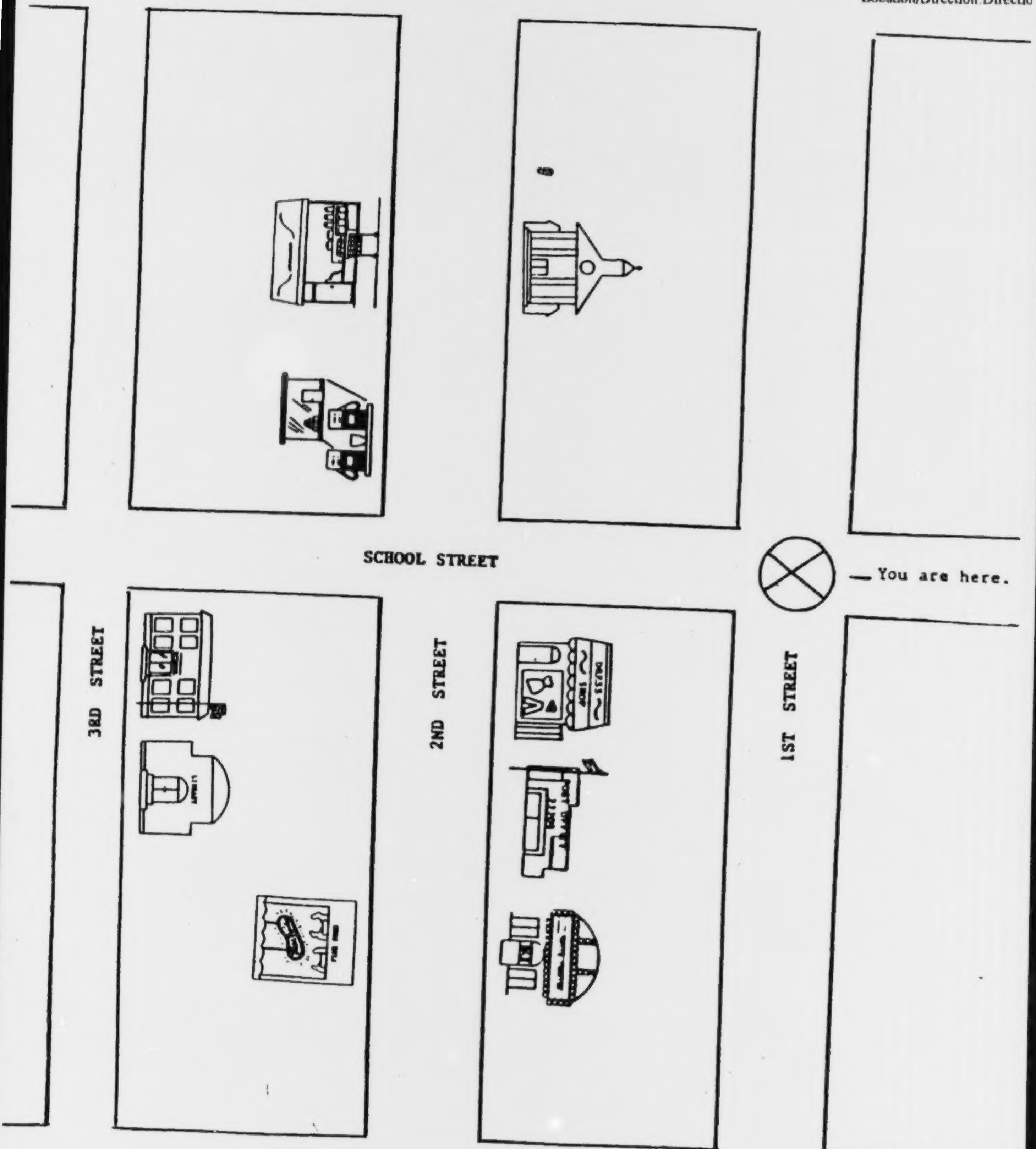
5. The school is ____
____


POST OFFICE
22209
2ND STREET
DRESS
SHOP

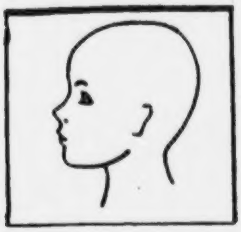
6. The gas station is ____ the dress shop.

7. The Post Office is ____ the supermarket

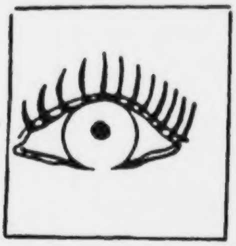
Handout LD :
Location/Direction:Directio


SCHOOL STREET
1ST STREET
2ND STREET
3RD STREET
— You are here.
DRESS SHOP
POST OFFICE
LIBRARY

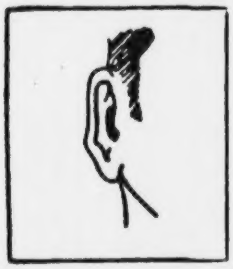
Fill in the blanks.



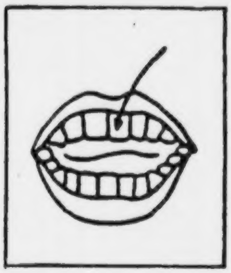
1. My ____________ hurts.



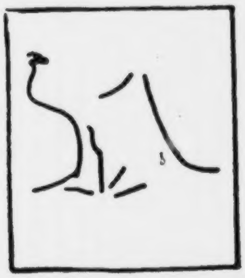
2. My ____________ hurts.



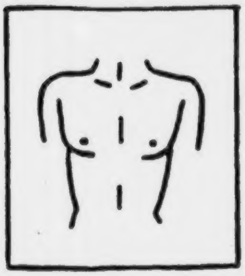
3. My ____________ hurts.



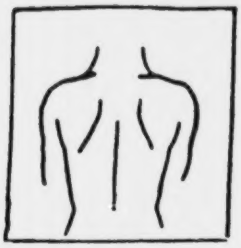
4. My ____________ hurts.



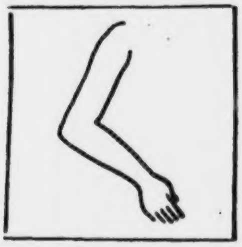
5. My ____________ hurts.



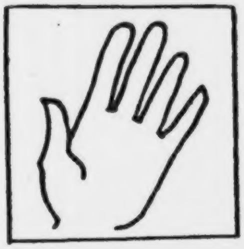
6. My ____________ hurts.



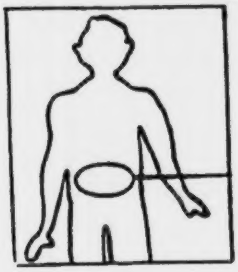
7. My ______________ hurts.



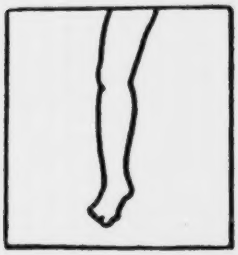
8. My ______________ hurts.



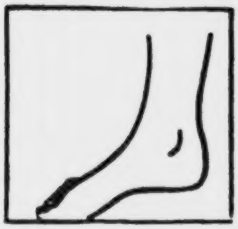
9. My ______________ hurts.



10. My ______________ hurts.



11. My ______________ hurts.

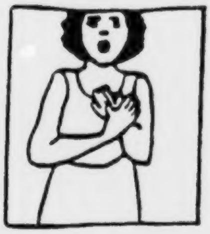


12. My ______________ hurts.

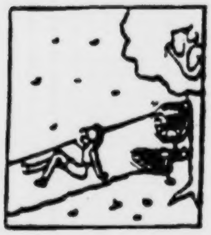
WHAT'S THE PROBLEM?

Handout HE 3.1
Health: Emergencies

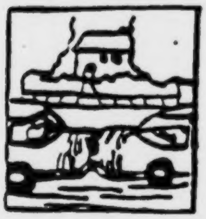
Name ______________



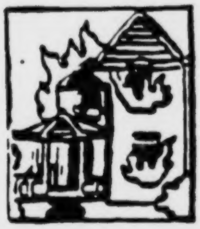
1. My sister is having a heart attack.



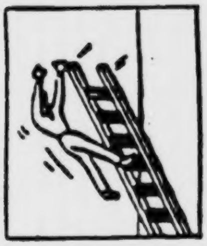
2. ____.



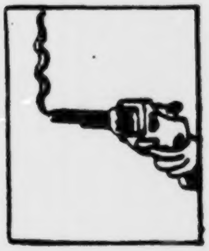
3. ____.



4. ____.

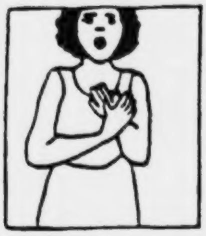


5. ____.

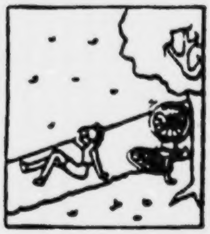


6. ____.

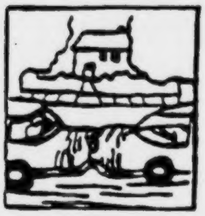
MATCH THE PICTURE WITH THE SENTENCE. NAME________________


1.

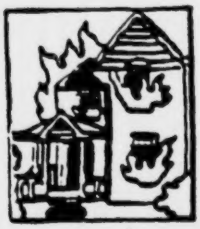
___ My son is hurt.


2.

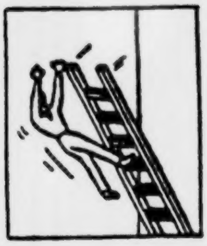
___ There's a man with a gun.


3.

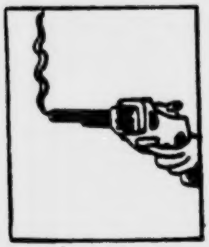
___ My sister is having a heart attac


4.

___ My daughter is hurt.

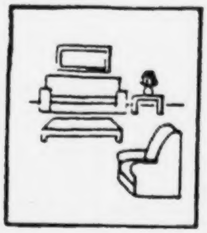

5.

___ There's a fire.

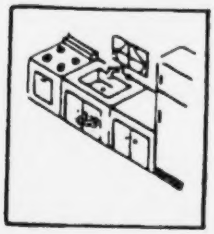

6.

___ There's a car accident.

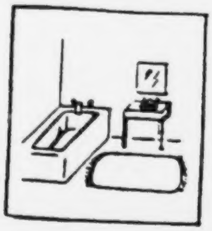
Handout HO 1.1
Housing: Rooms/Furnishings



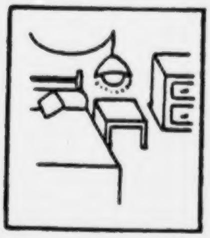
1. living room



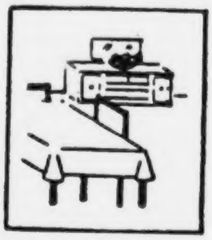
2. ______



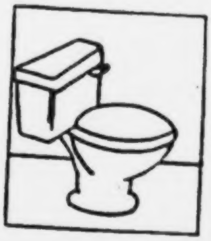
3. ______



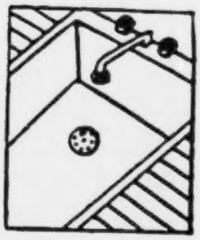
4. ______



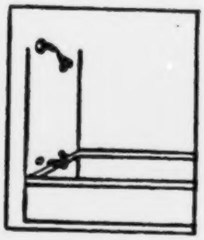
5. ______



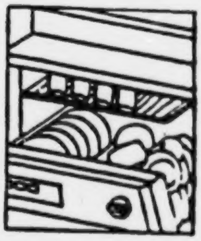
6. ______



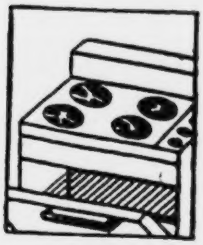
7. ______



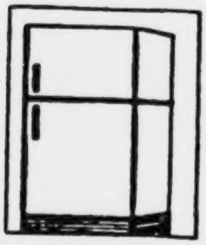
8. ______



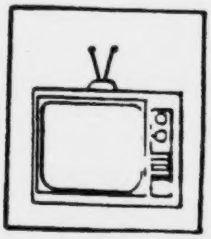
9. ______



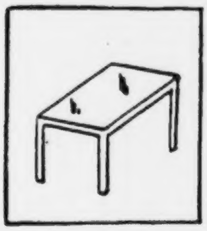
10. ______



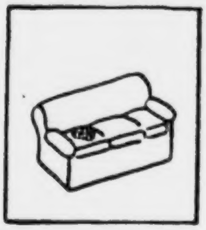
11. ______



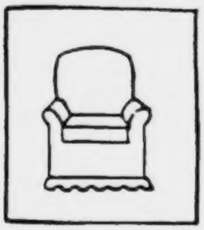
12. ______



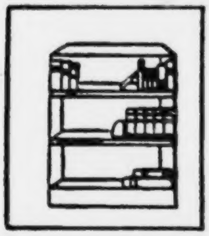
13. ____________________



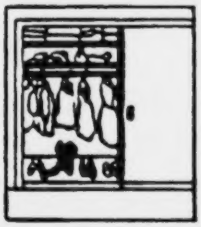
14. ____________________



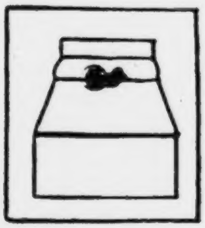
15. ____________________



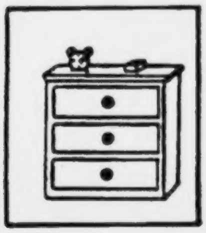
16. ____________________



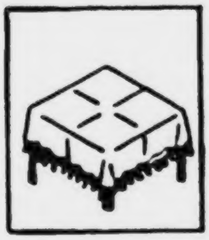
17. ____________________



18. ____________________



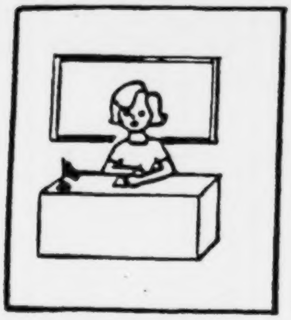
19. ____________________

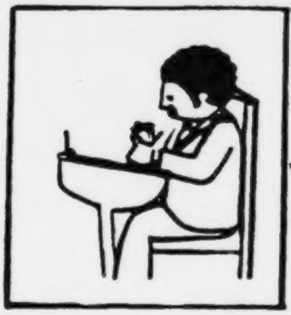


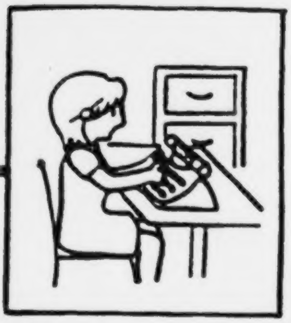
20. ____________________

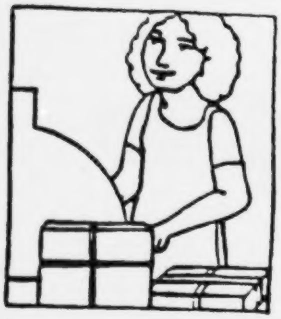
Handout EM 1.
Employment:Job

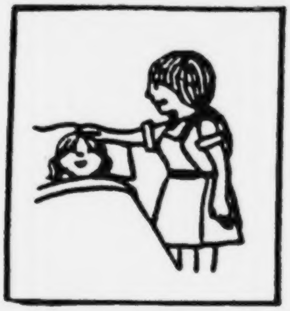
What is she?

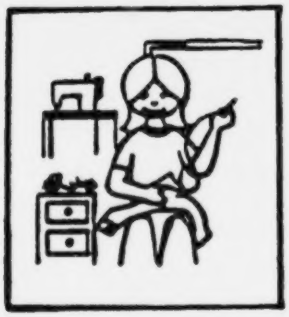

1. teacher

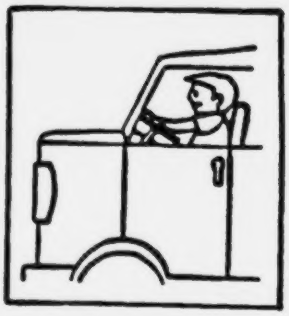

2. ____

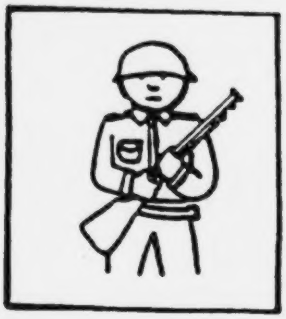

3. ____

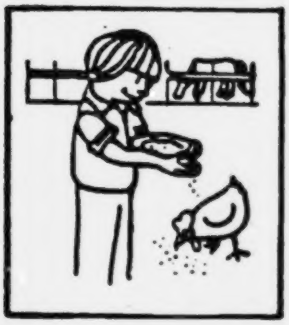

4. ____

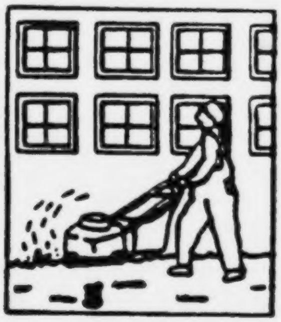

5. ____

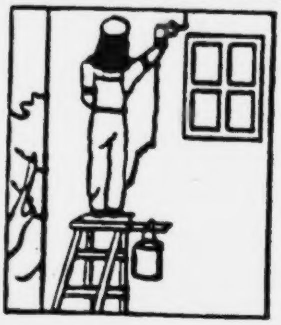

6. ____

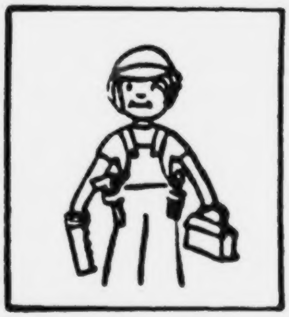

7. ____

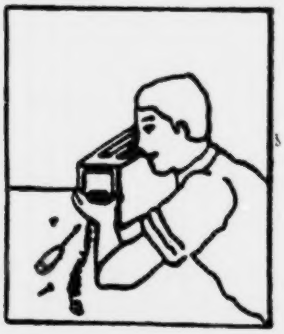

8. ____

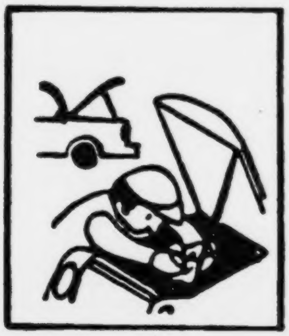

9. ____

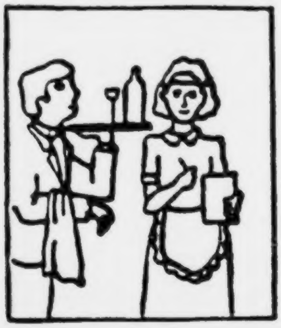

10. ____

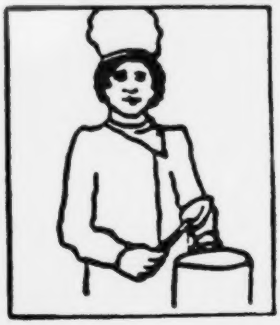

11. ____


12. ____


13. ____


14. ____


15. ____
____


16. ____

Ask your classmates questions.

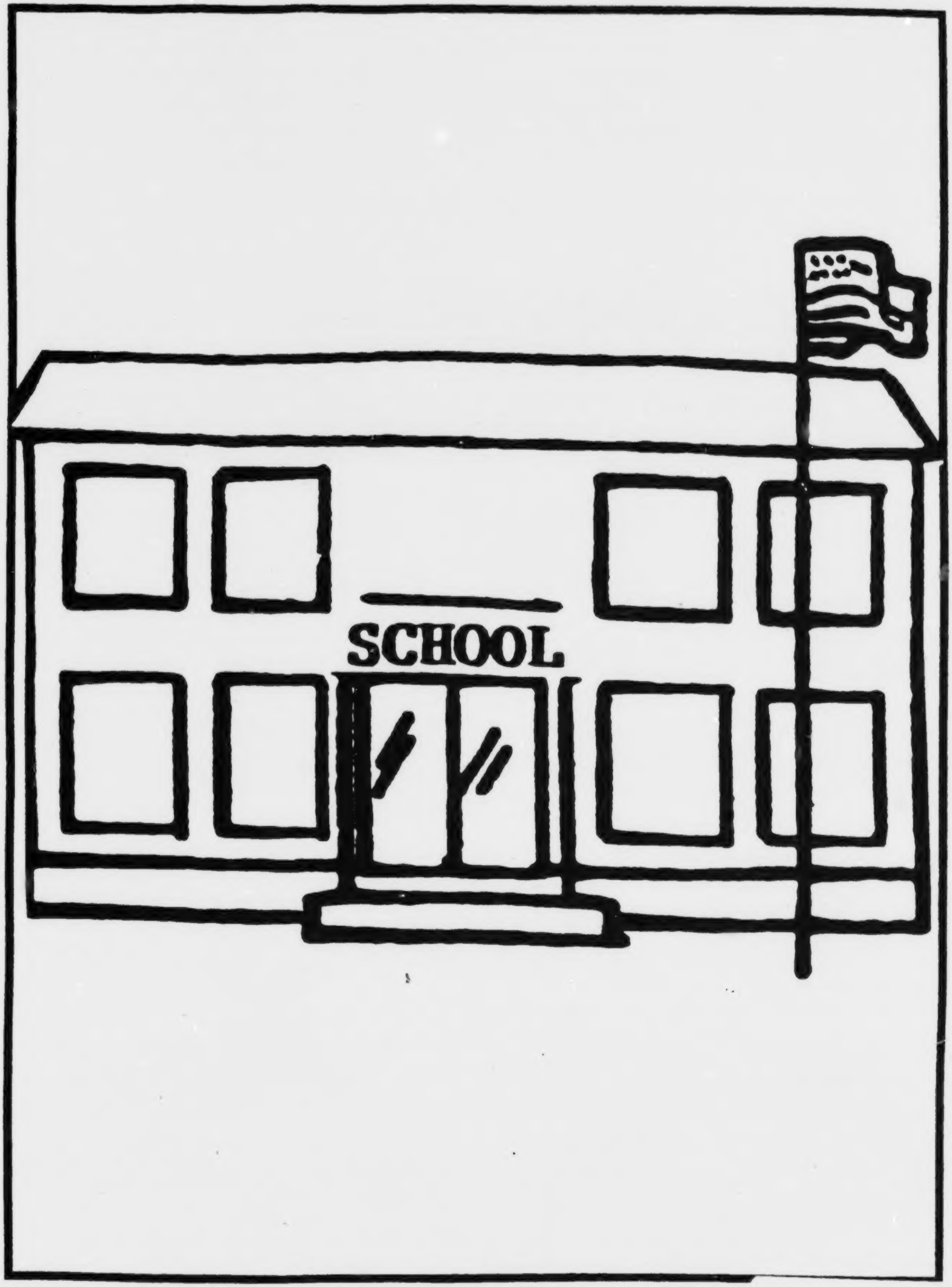
NAME	WHAT ARE YOU NOW?	WHAT WERE YOU BEFORE?

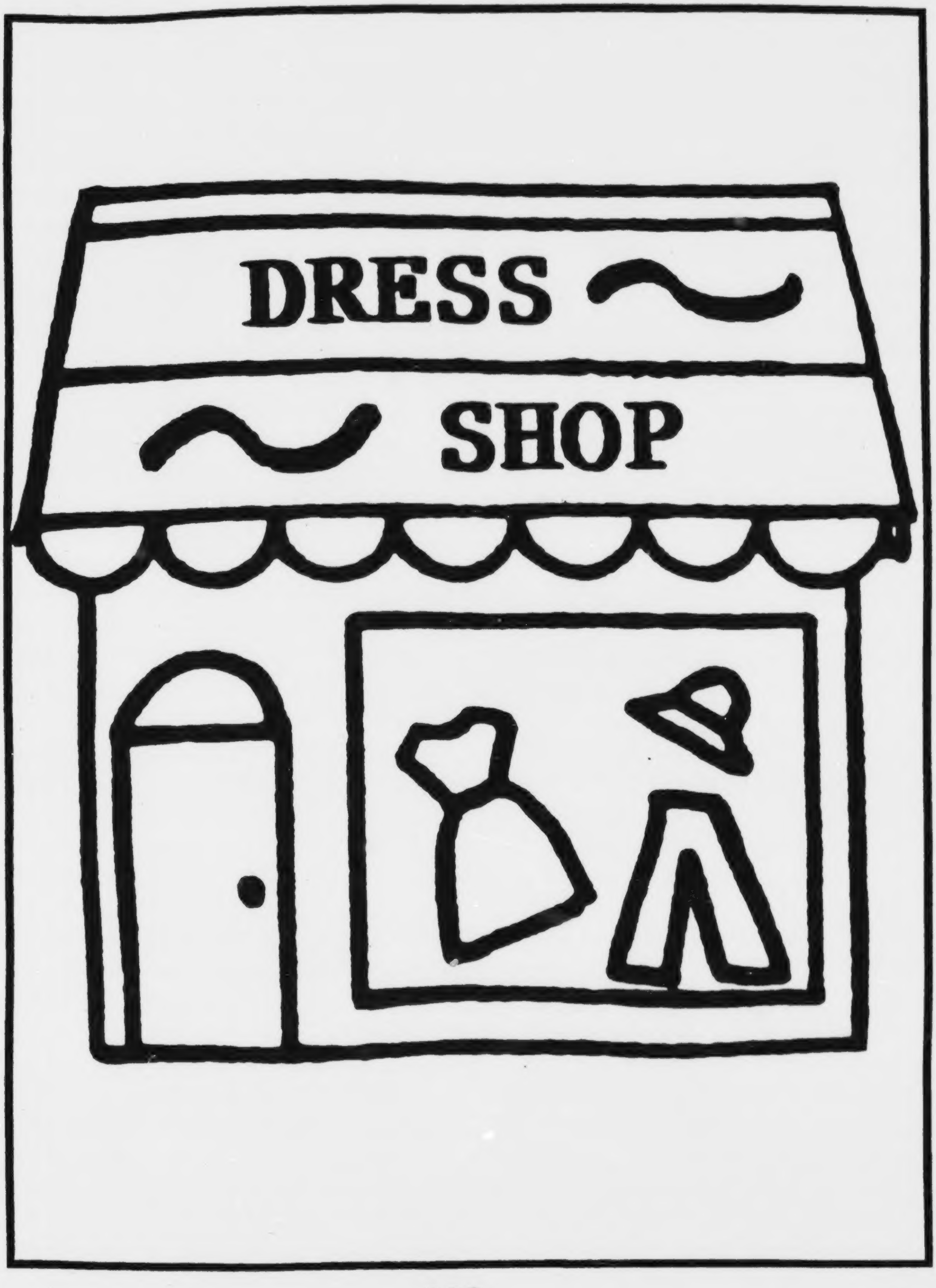
Neighbor-to Neighbor

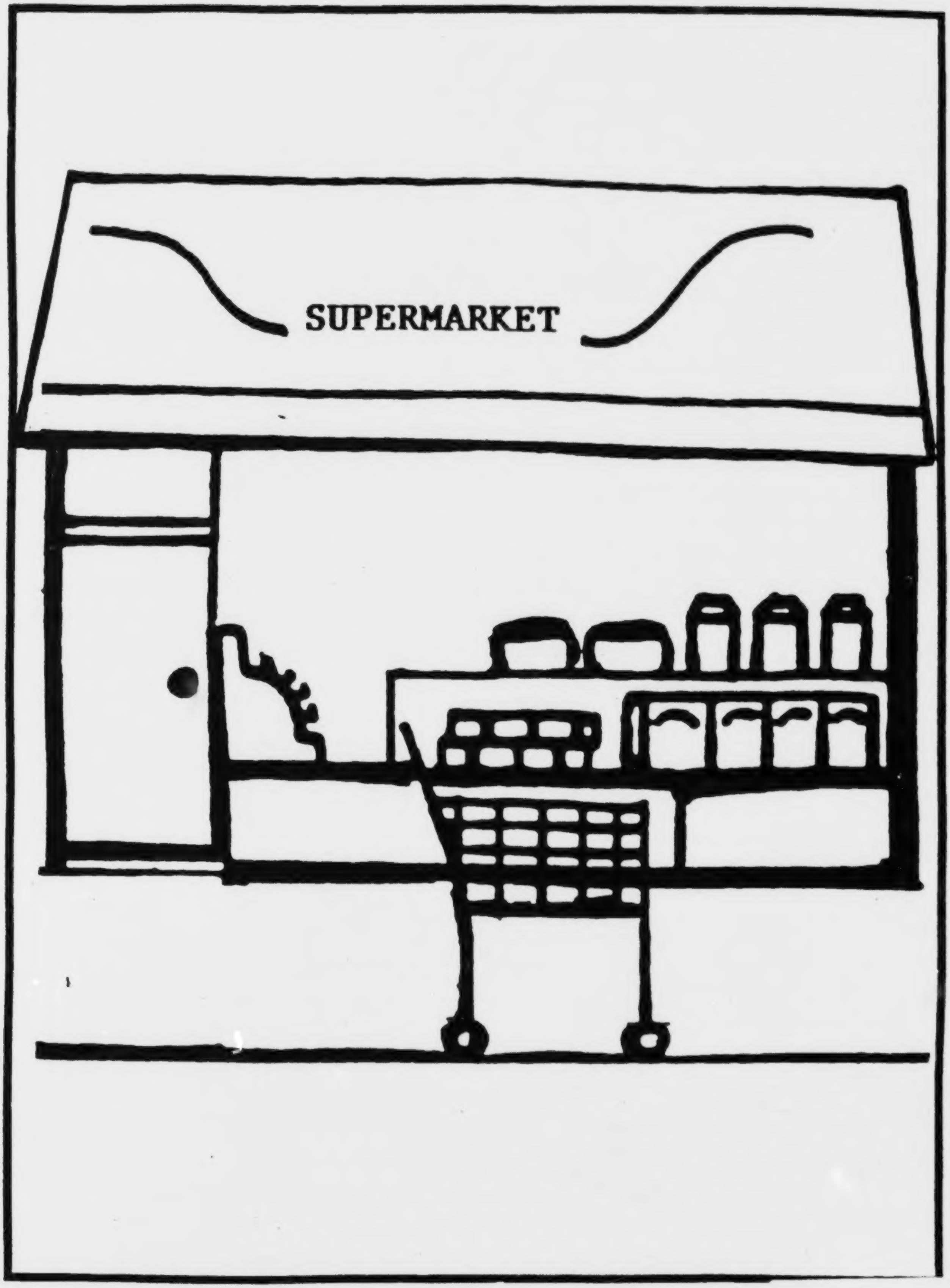
An ESL Curriculum for Volunteers

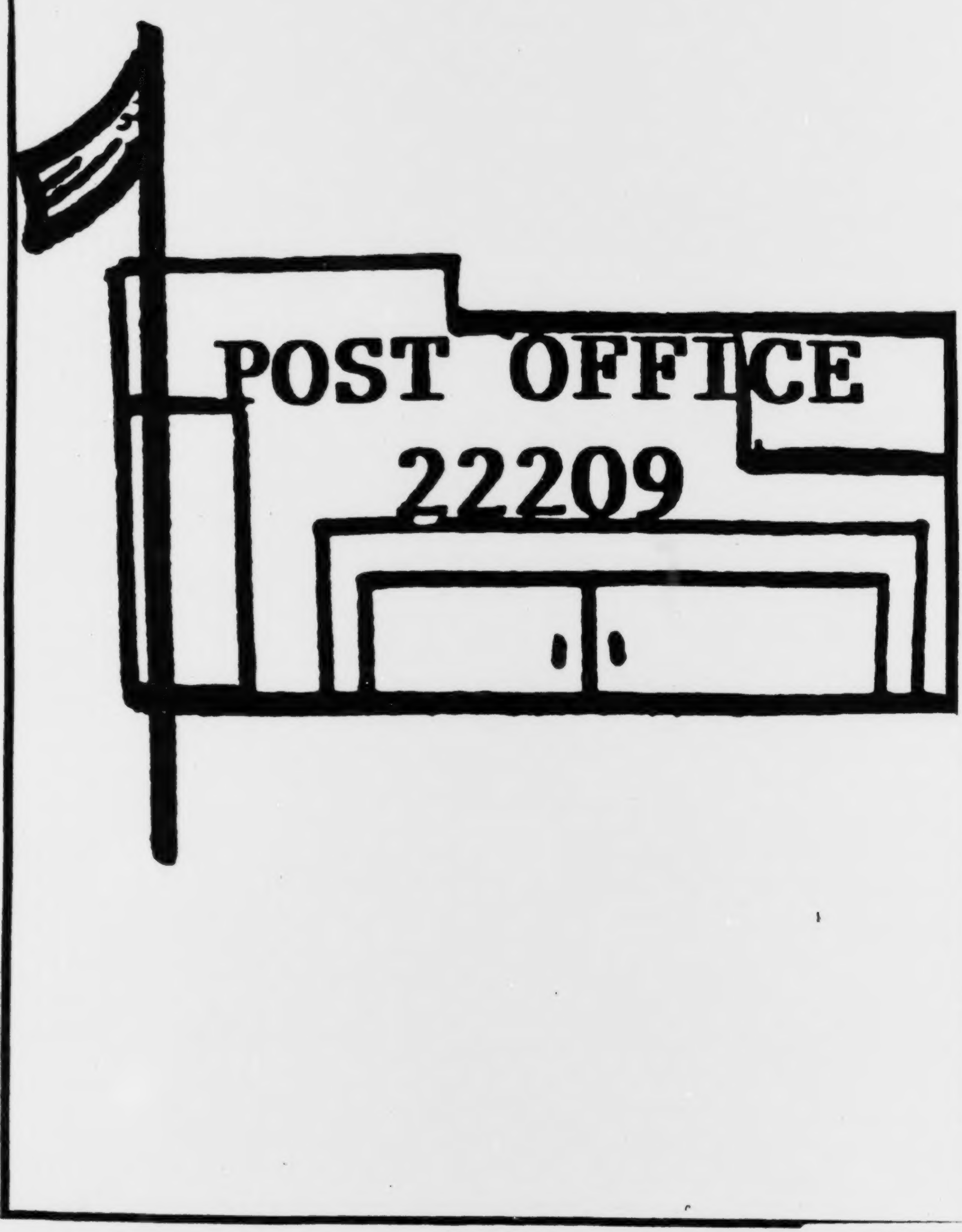
VISUALS

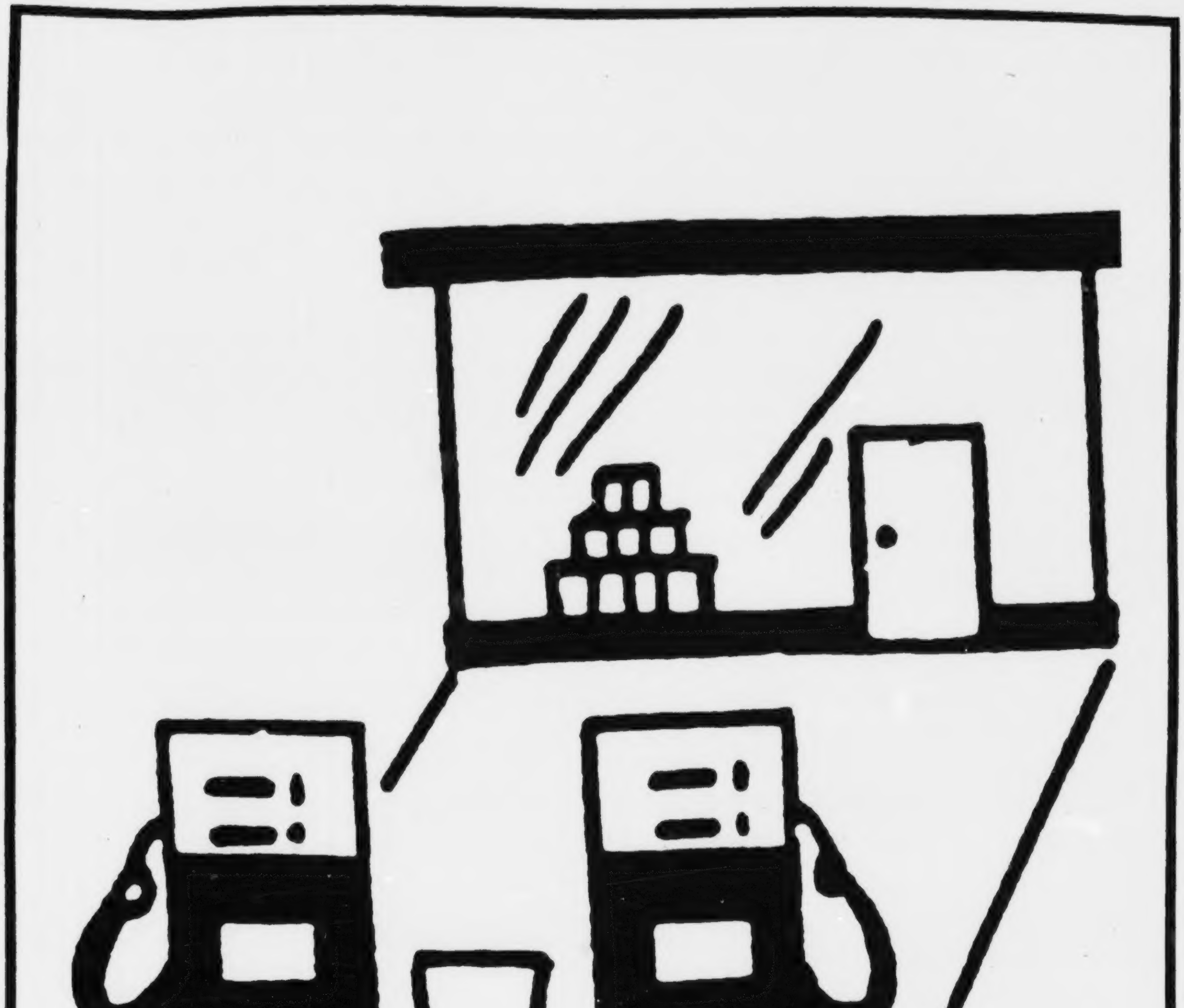
Modules 5 - 8


SCHOOL

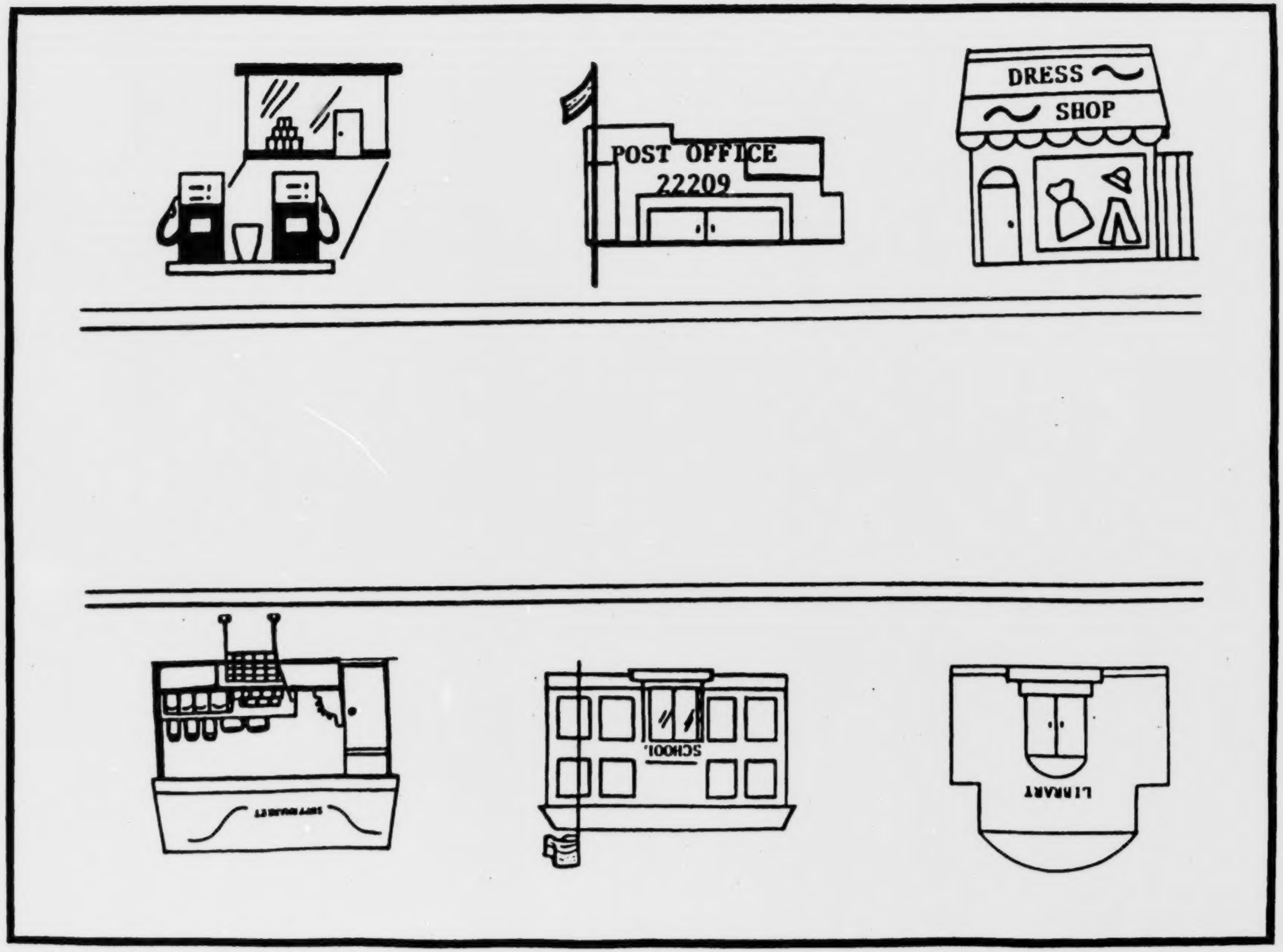

DRESS
SHOP

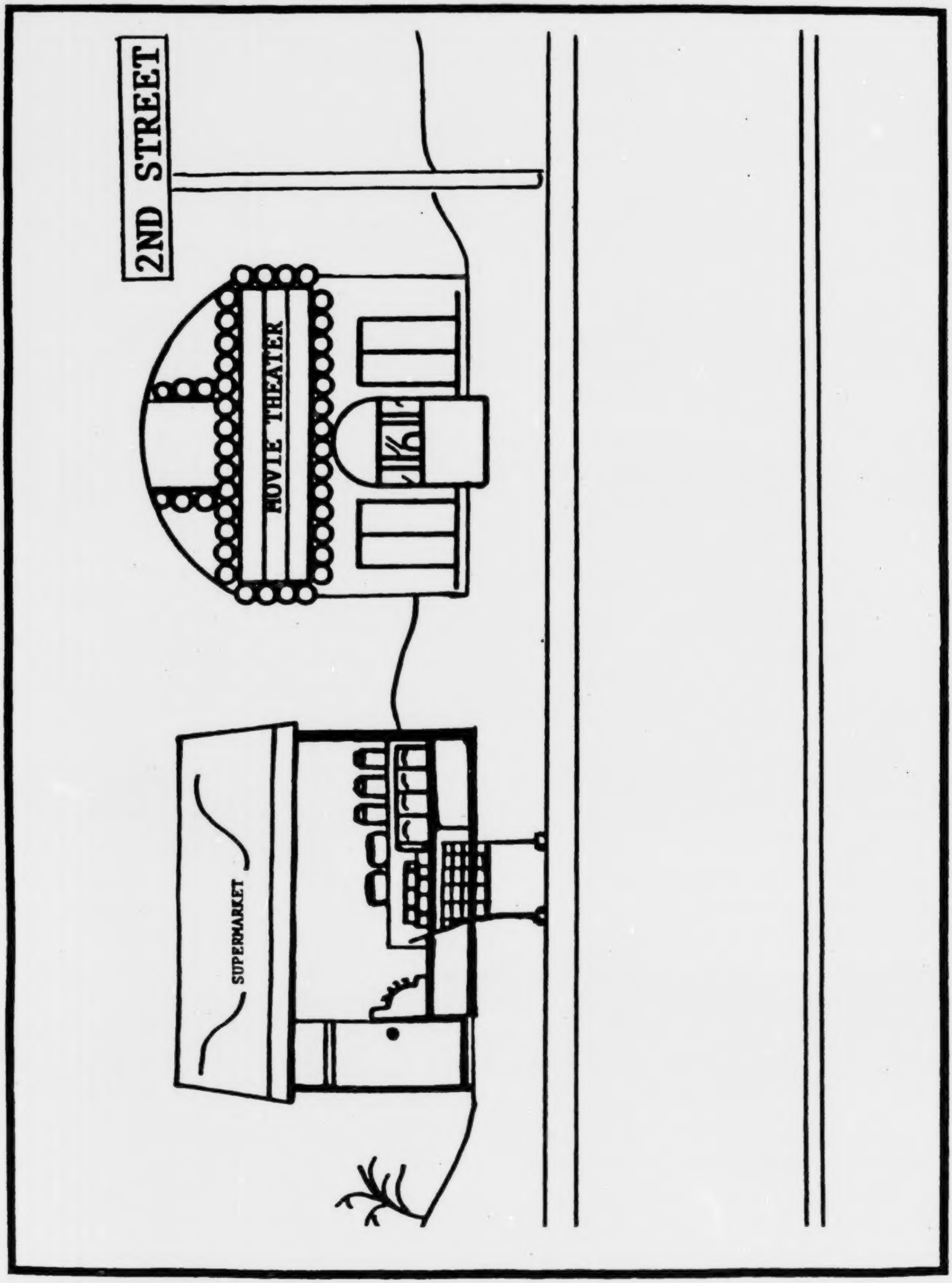

SUPERMARKET

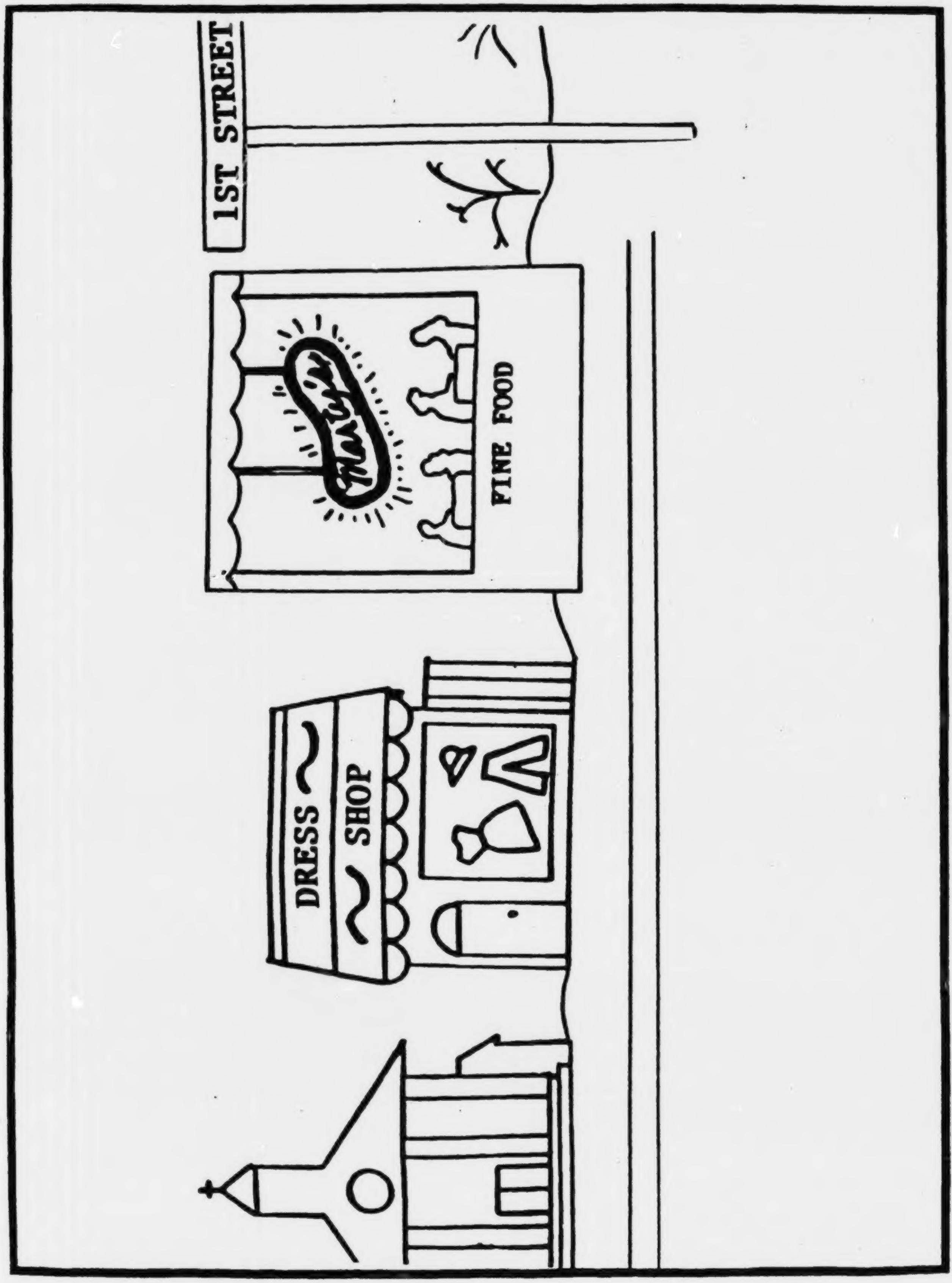

POST OFFICE
22209



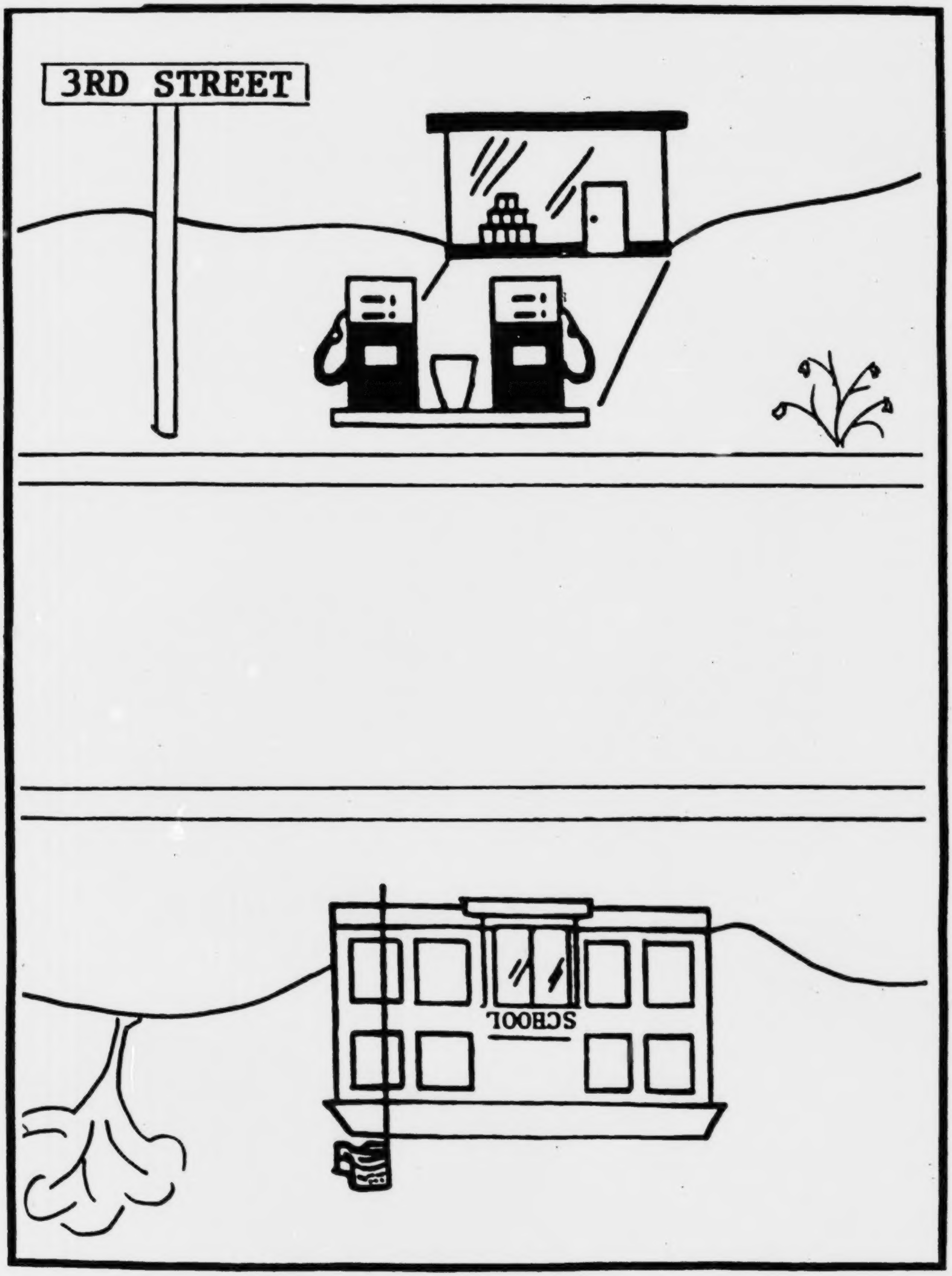
LIBRARY


DRESS
SHOP
POST OFFICE
22209
SCHOOL
LIBRARY


2ND STREET
MOVIE THEATER
SUPERMARKET


1ST STREET
Marty's
FINE FOOD
DRESS SHOP

LD 1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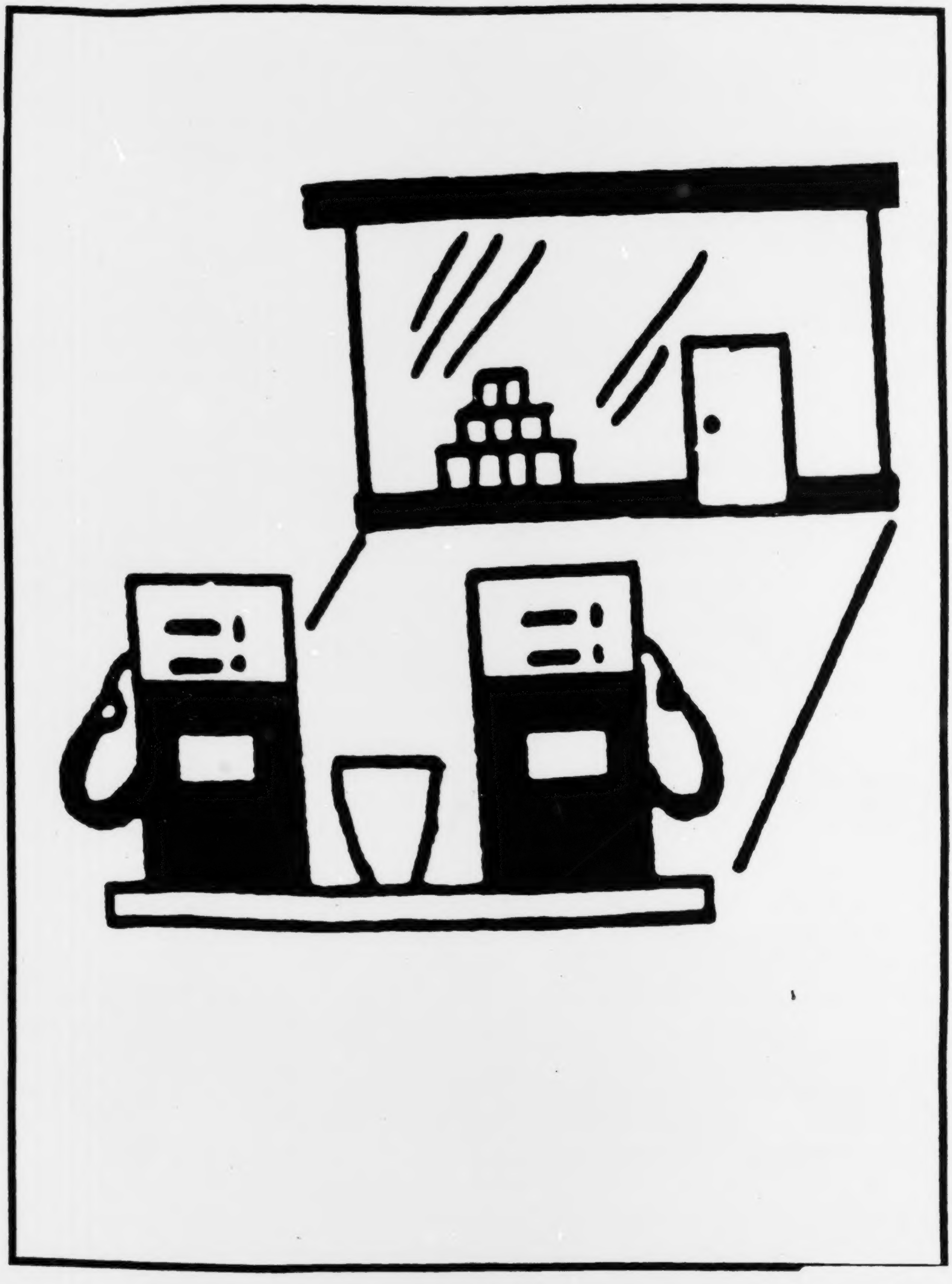
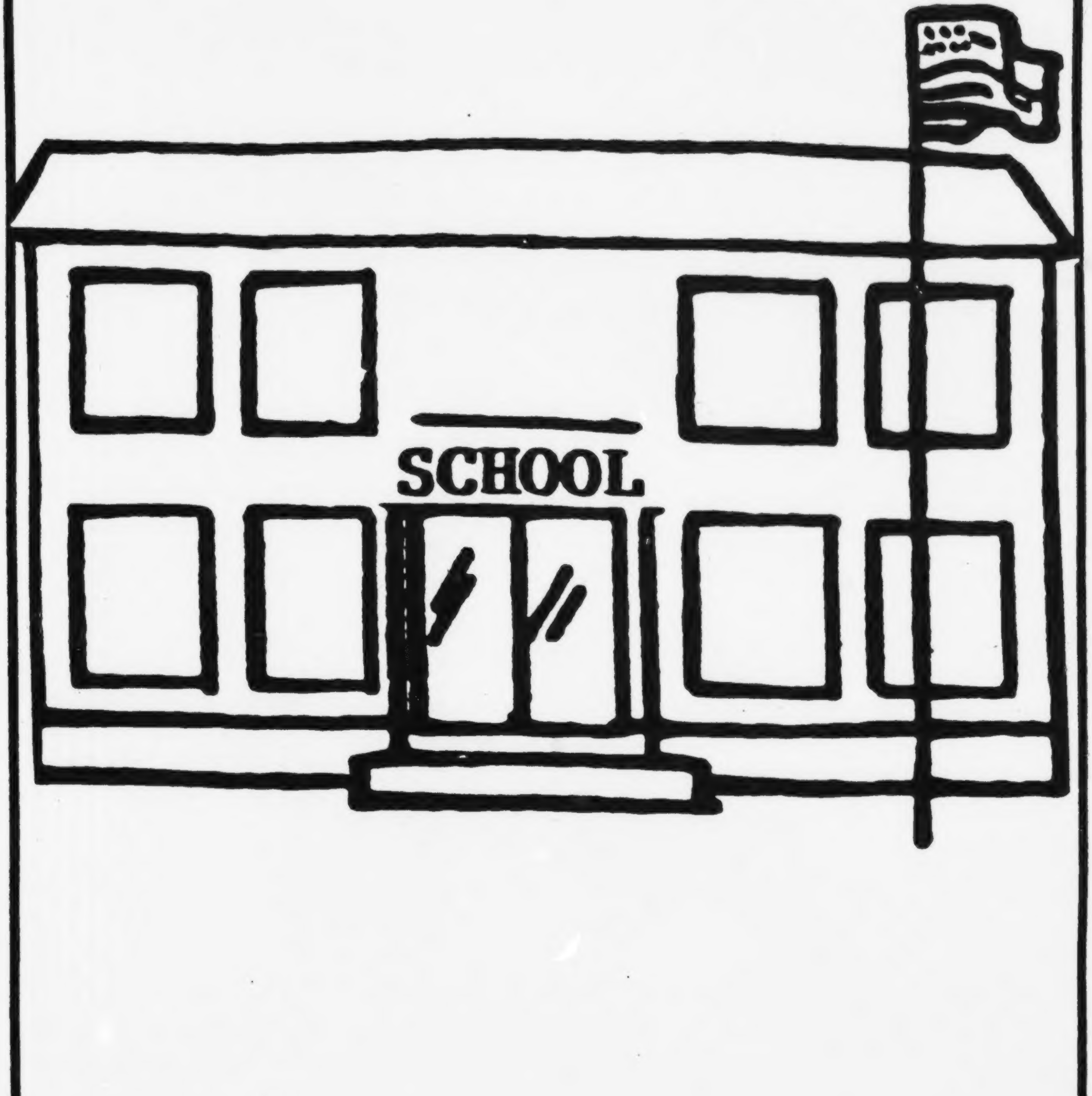
SCHOOL

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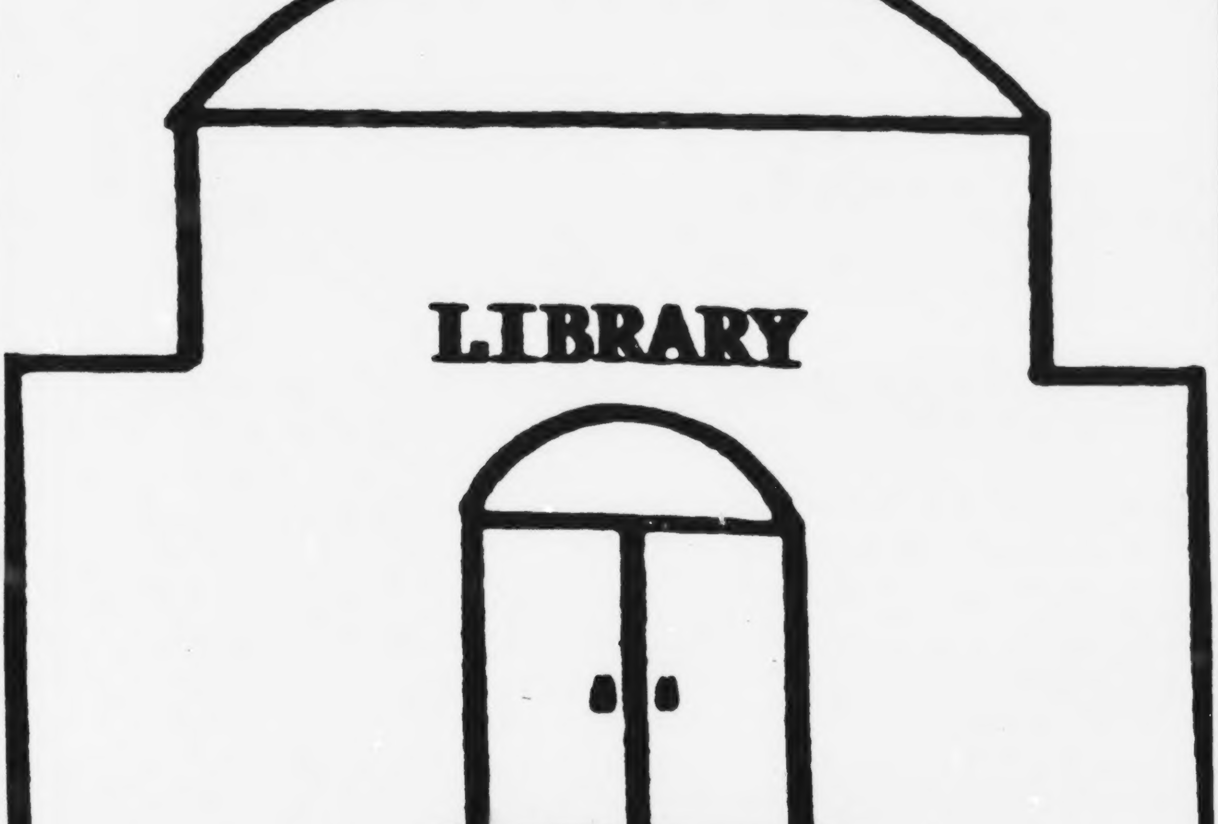
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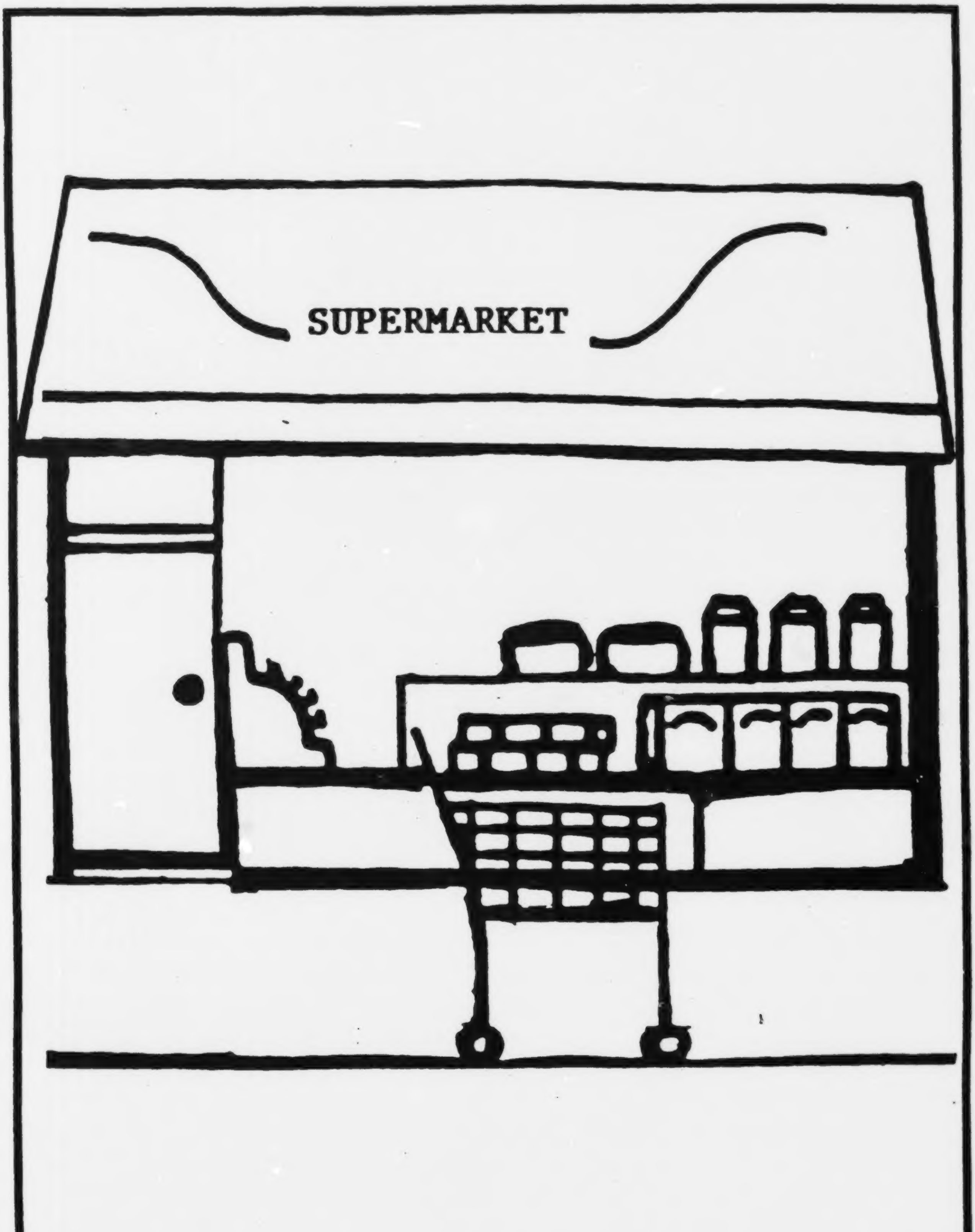
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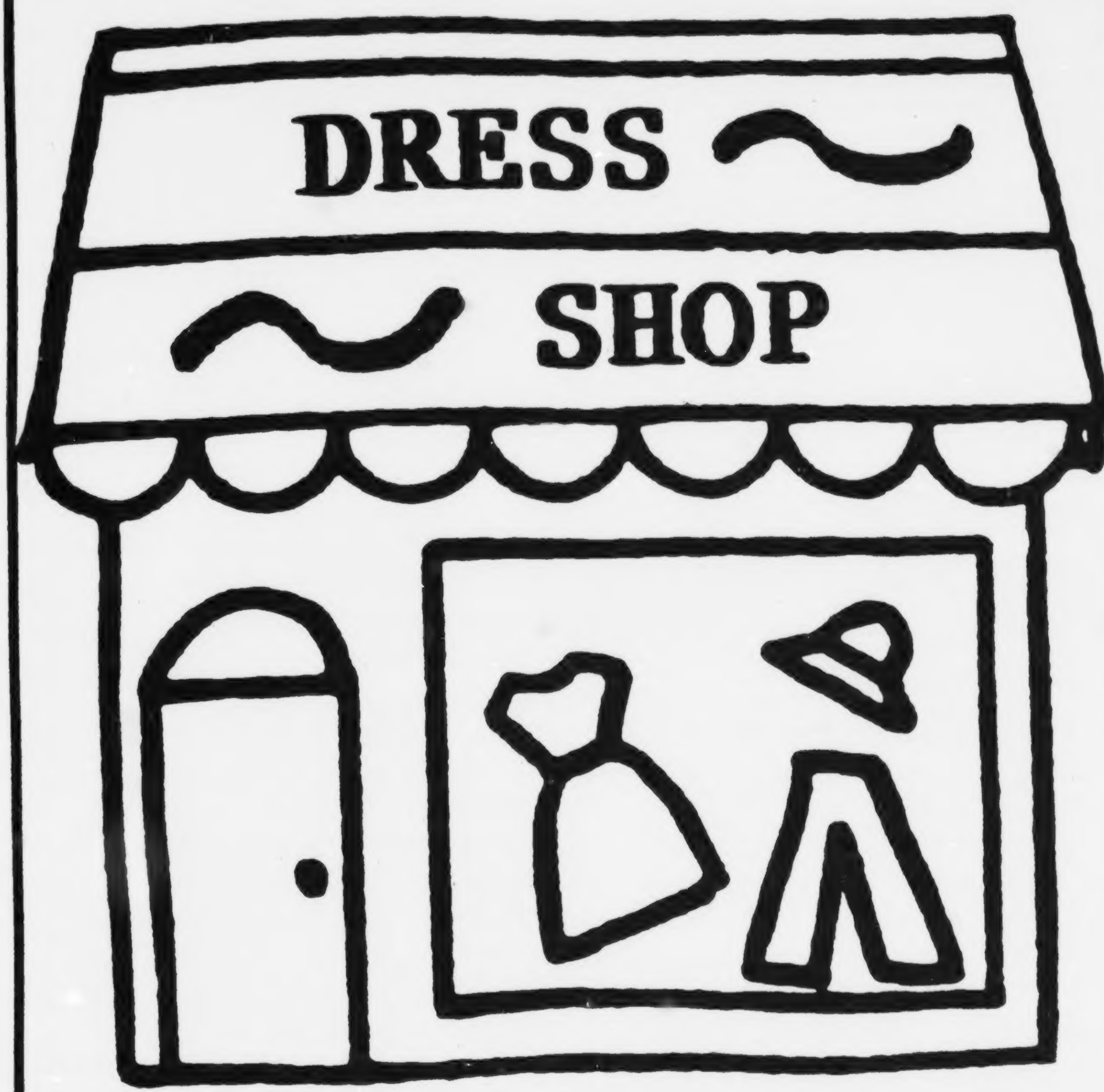
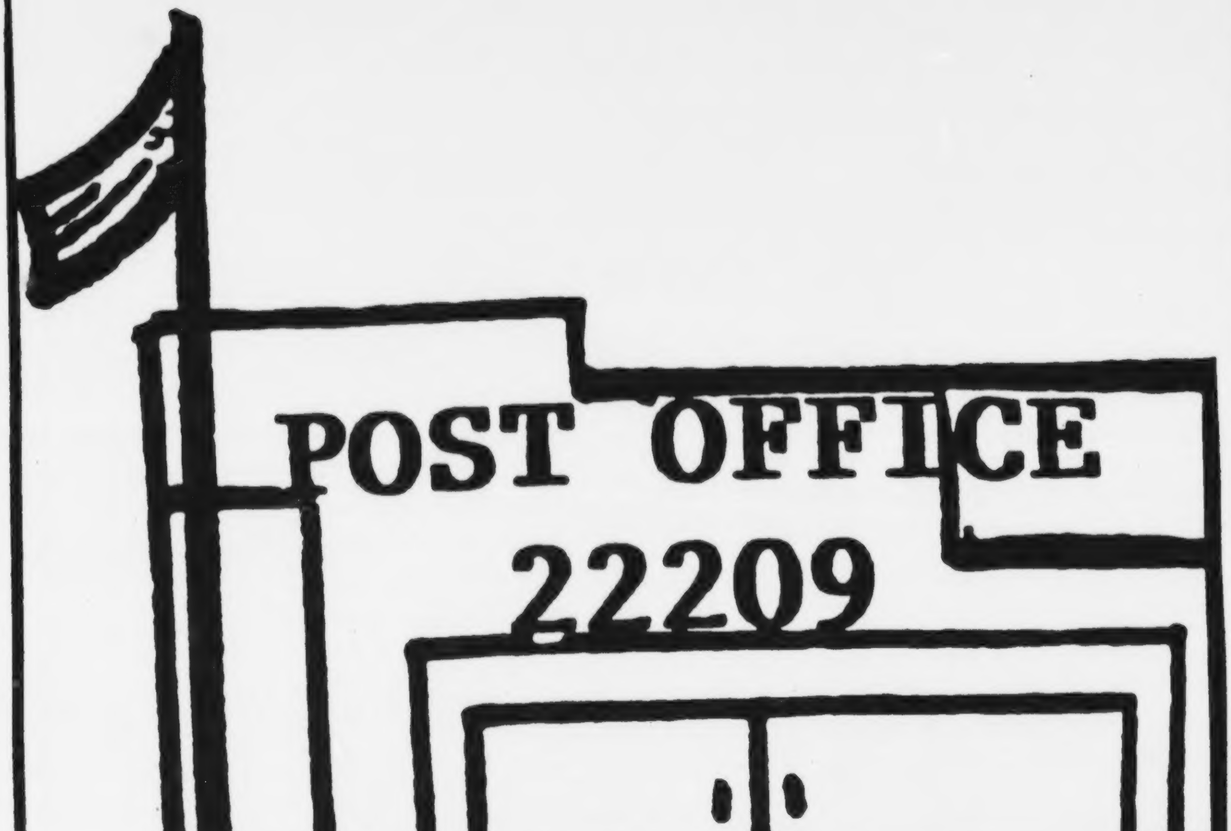

DRESS
SHOP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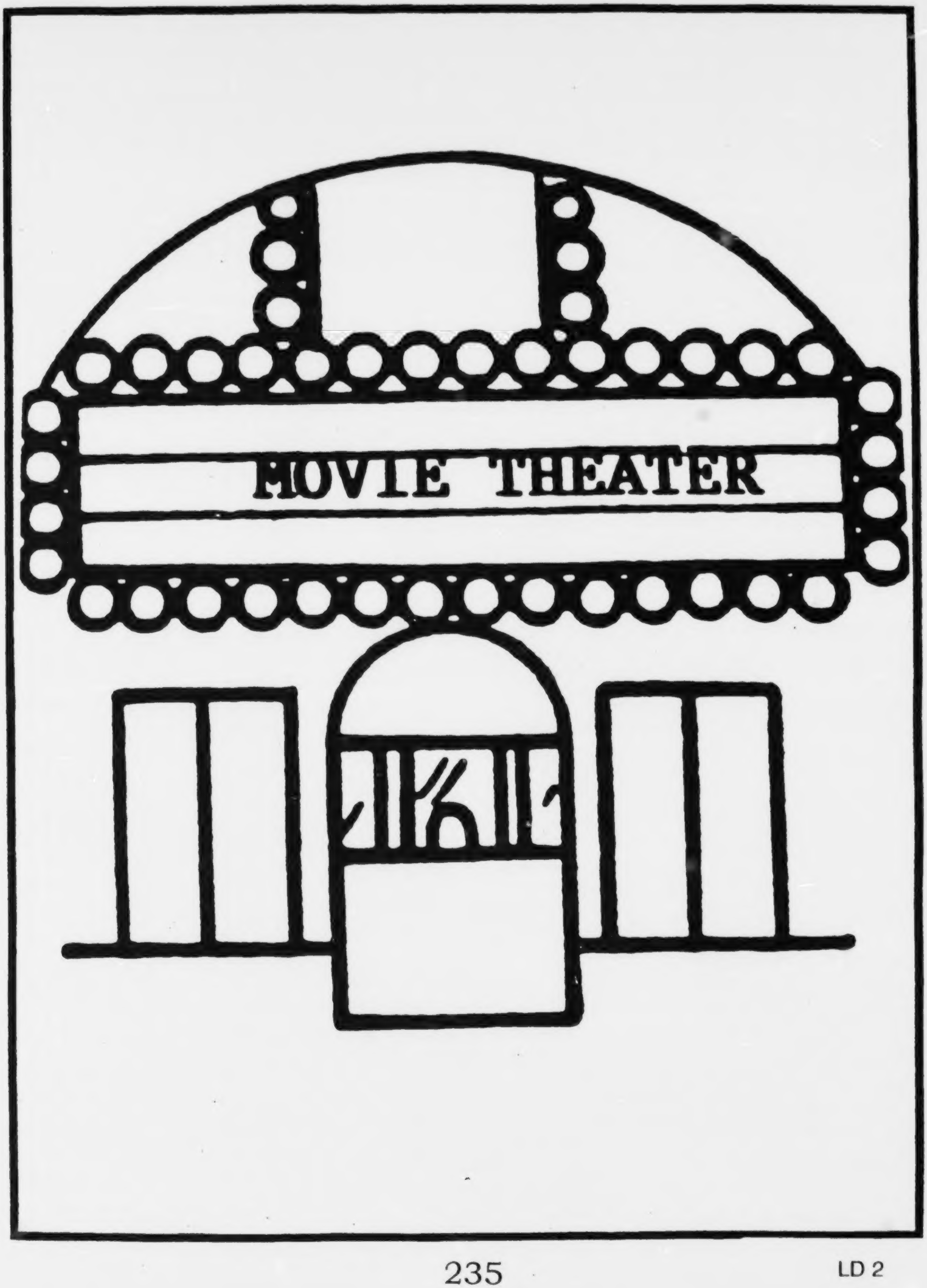
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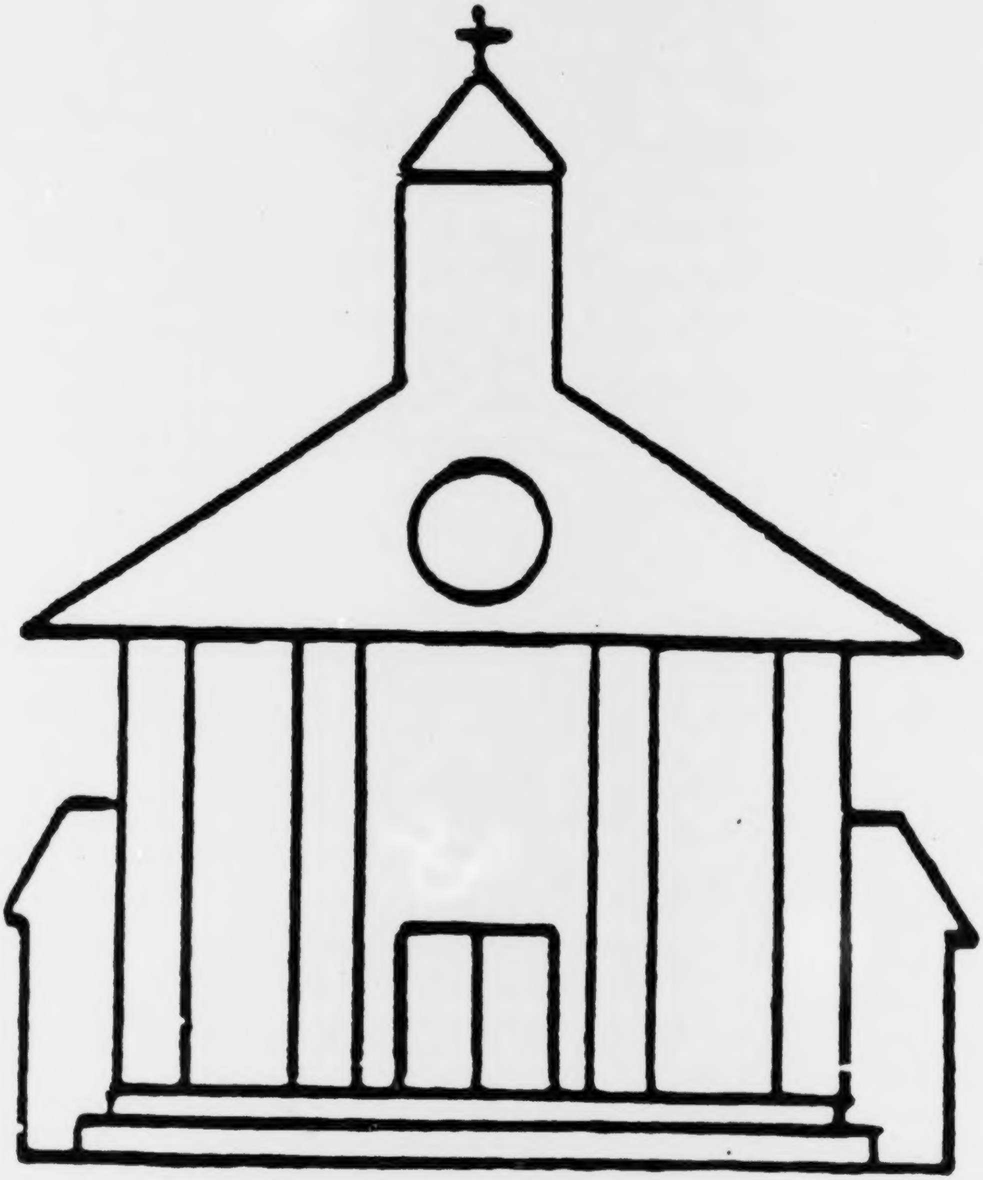

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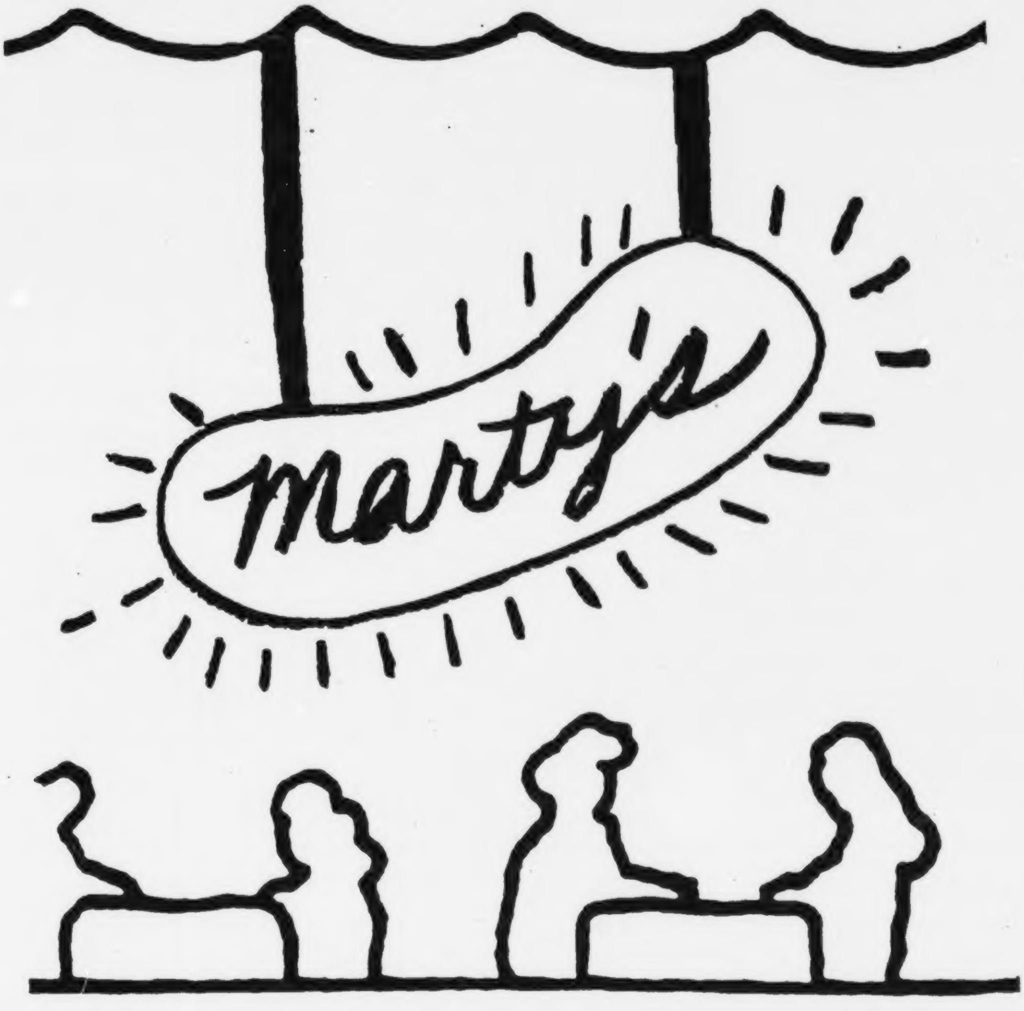

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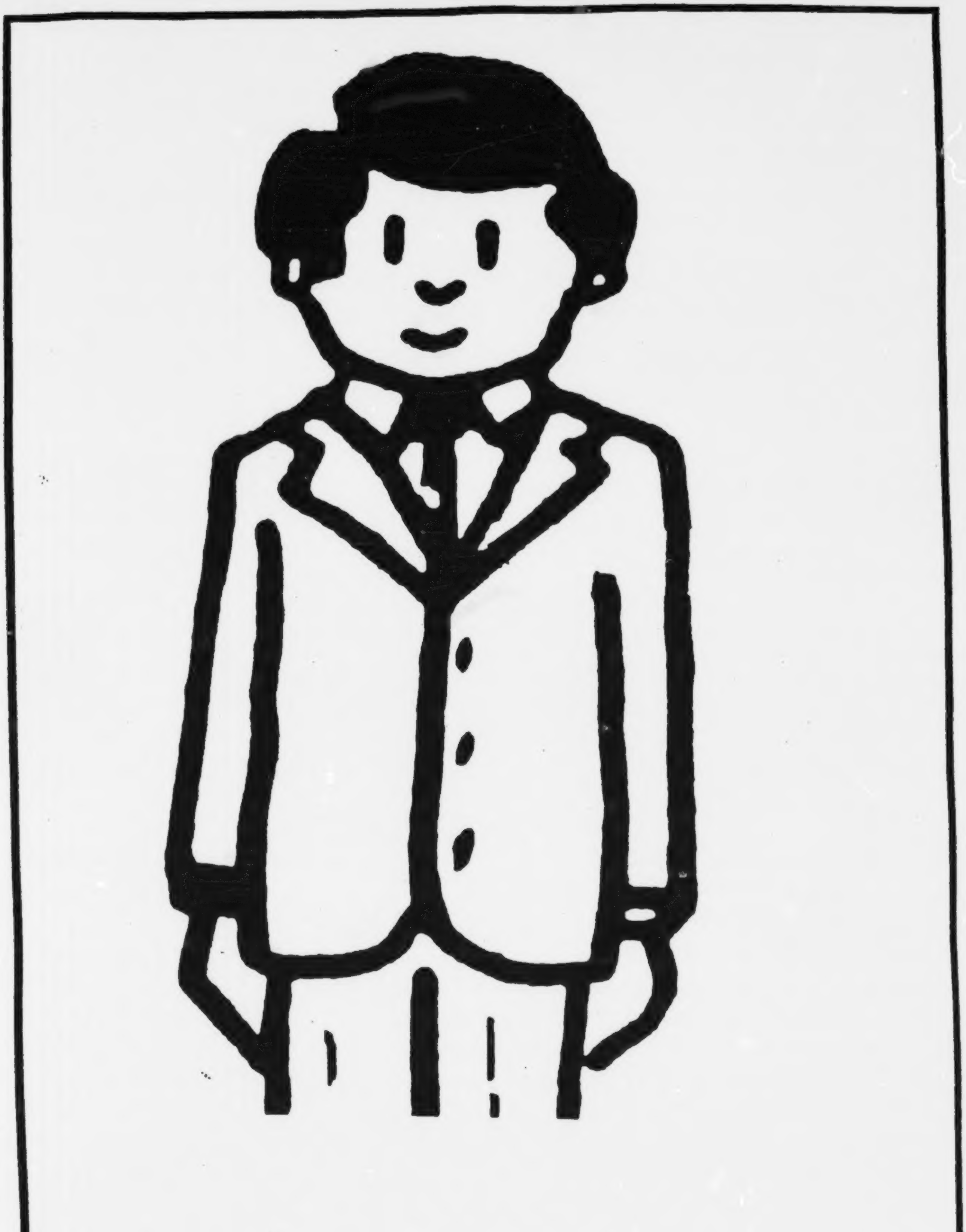

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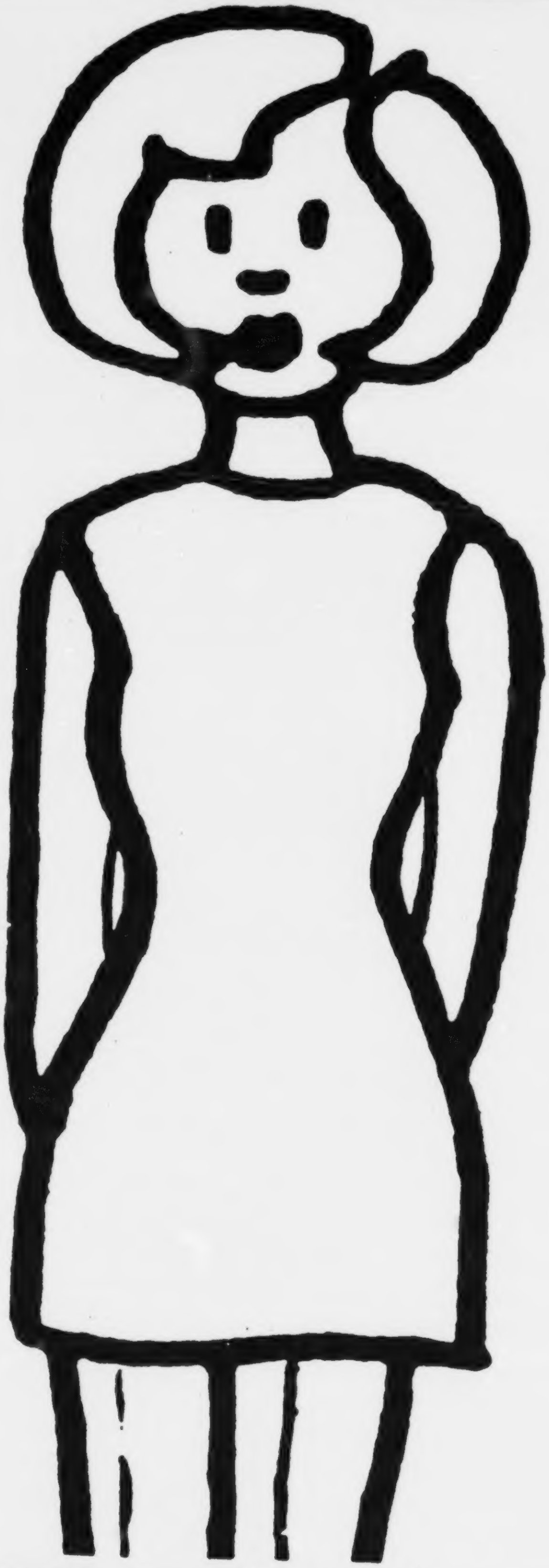

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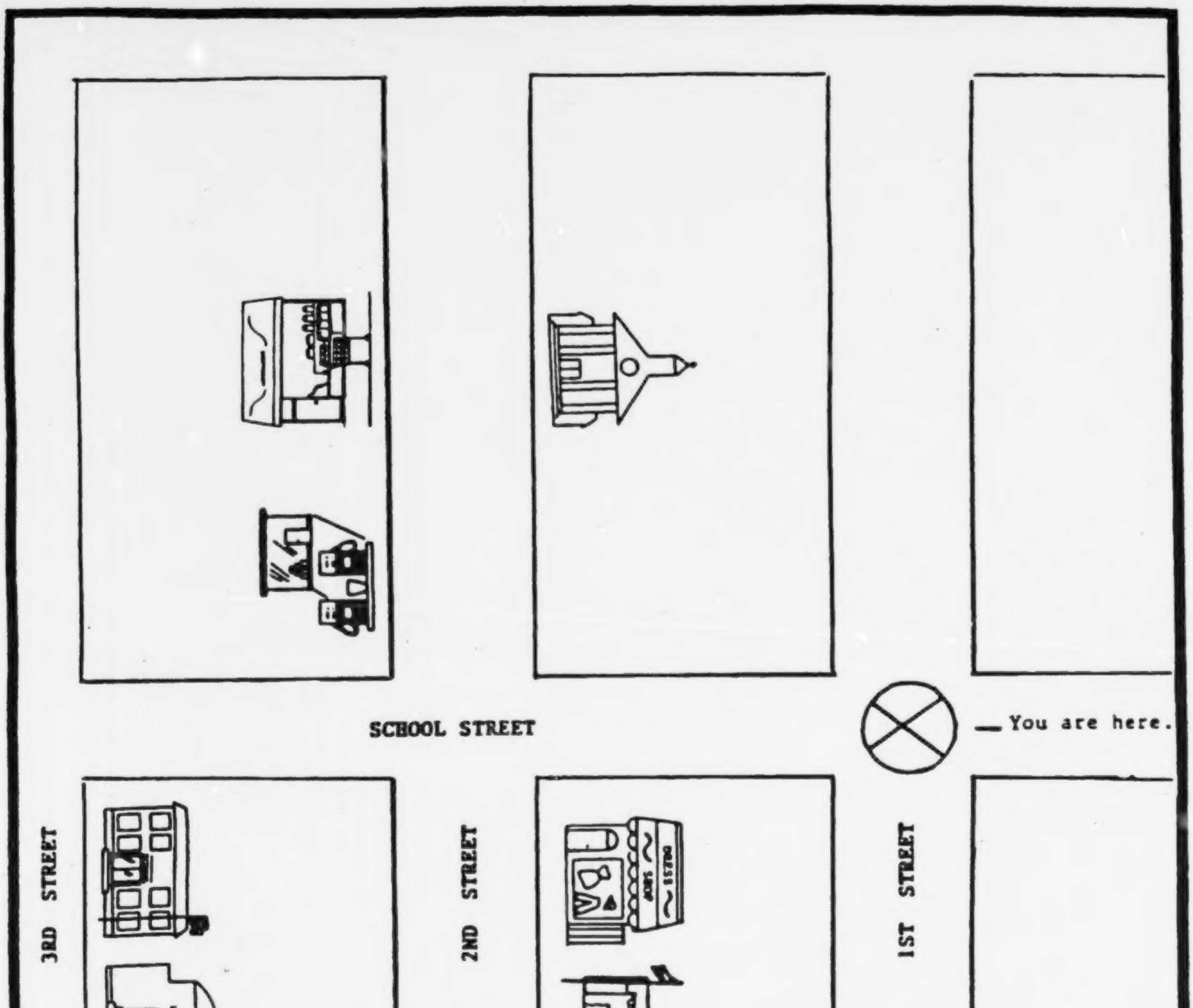
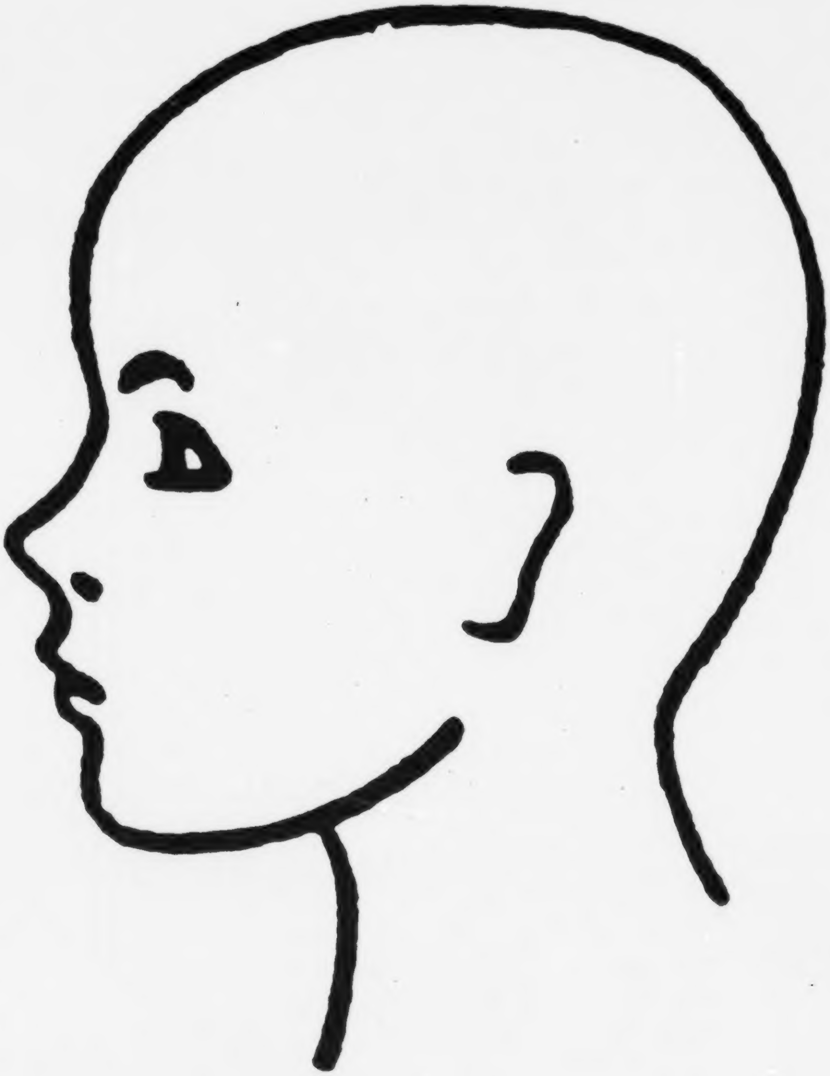
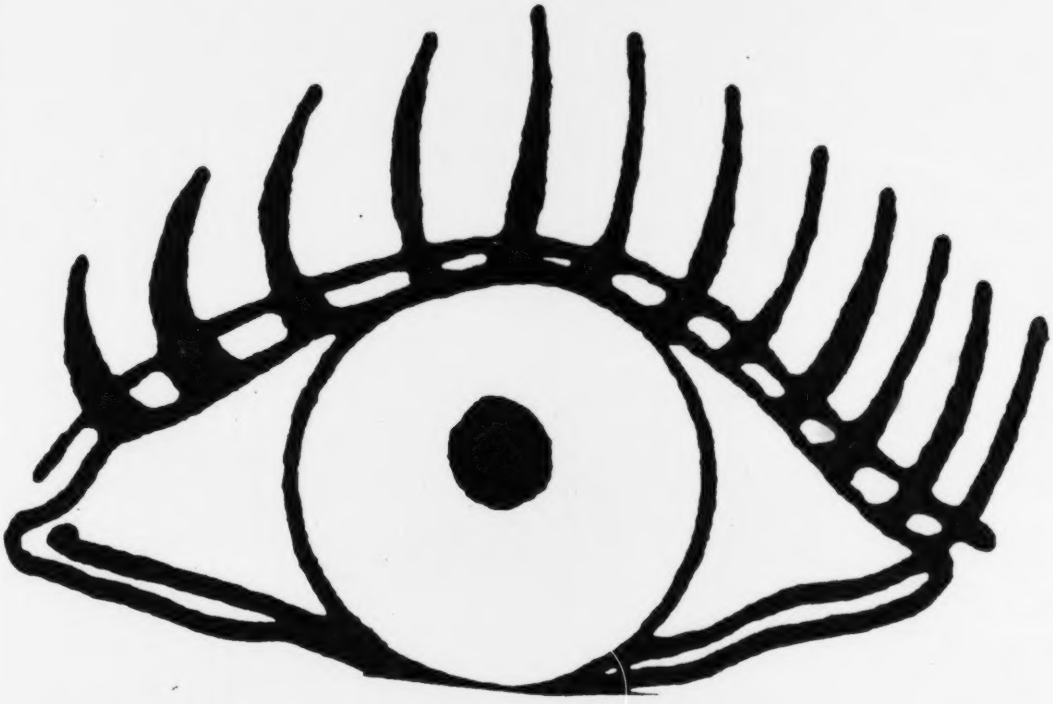
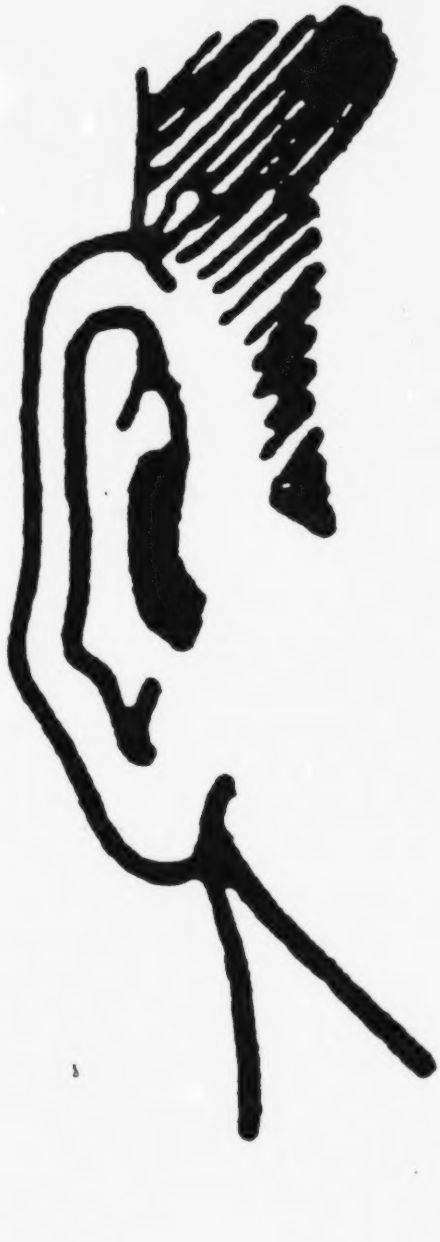
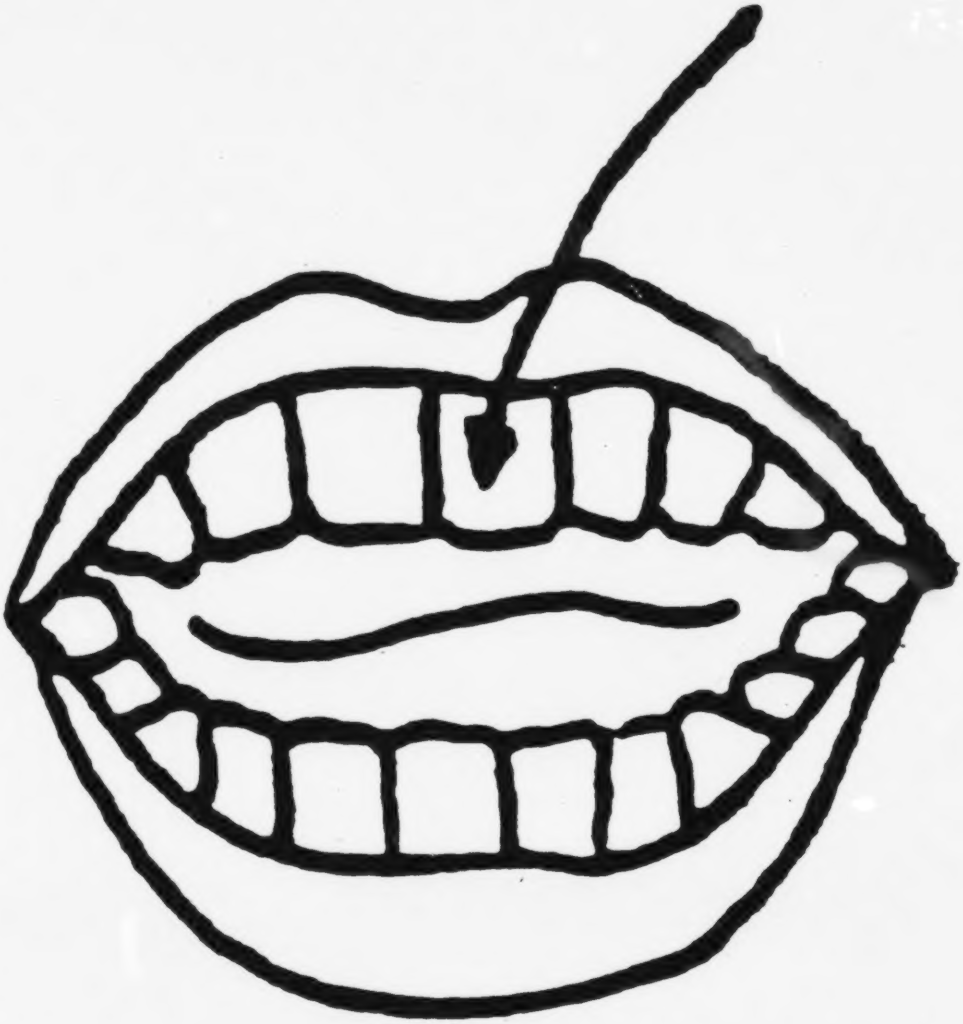

SCHOOL STREET
You are here.
3RD STREET
2ND STREET
1ST STREET
DRESS SHOP
POST OFFICE

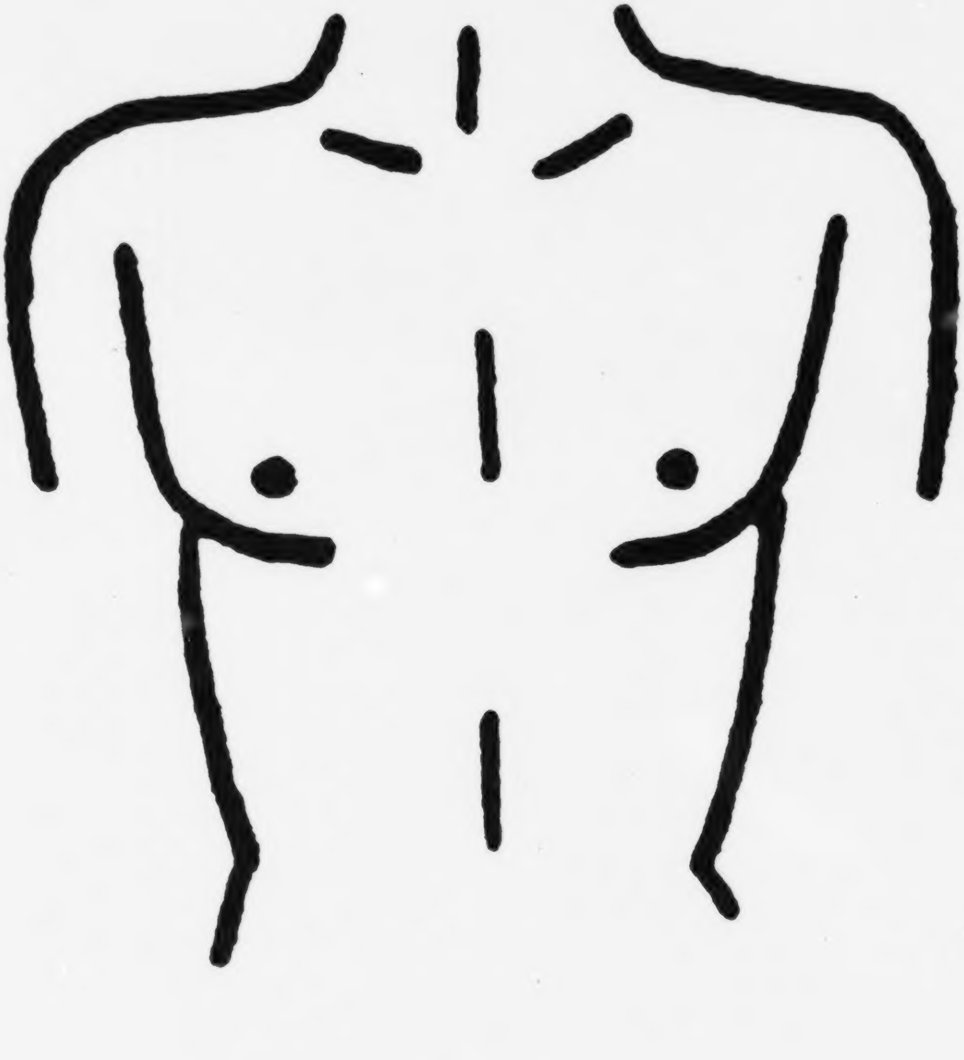
6

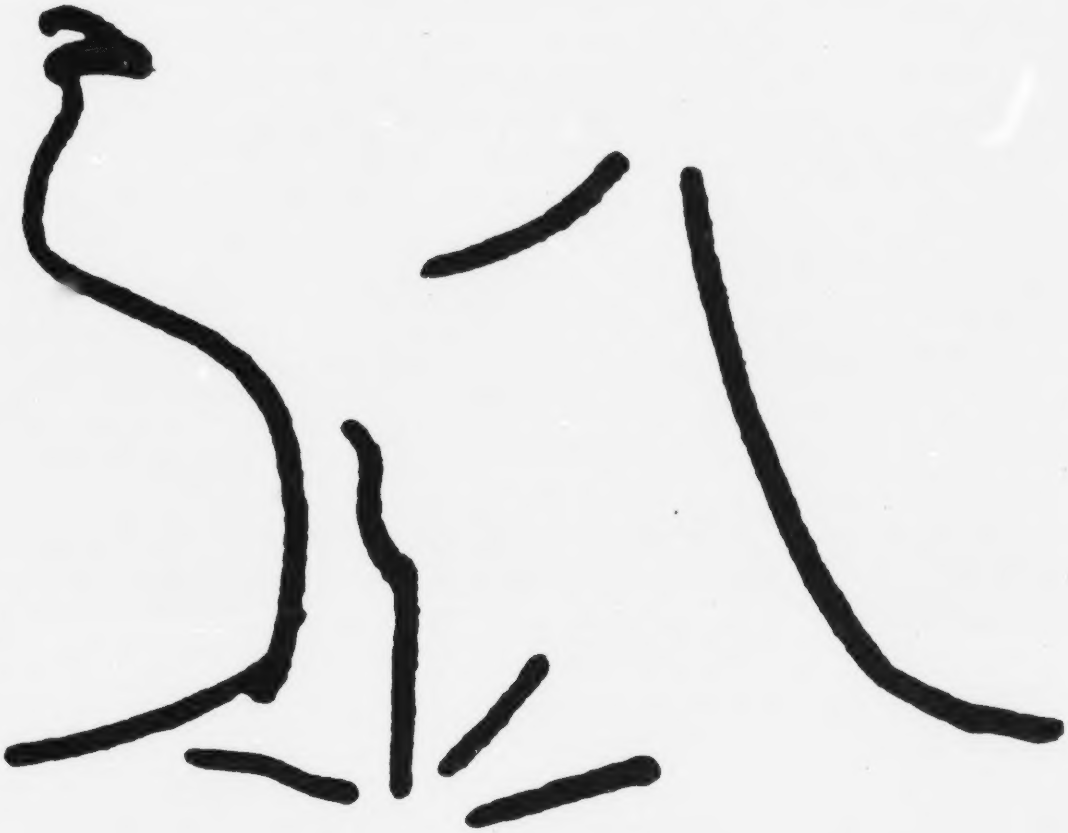


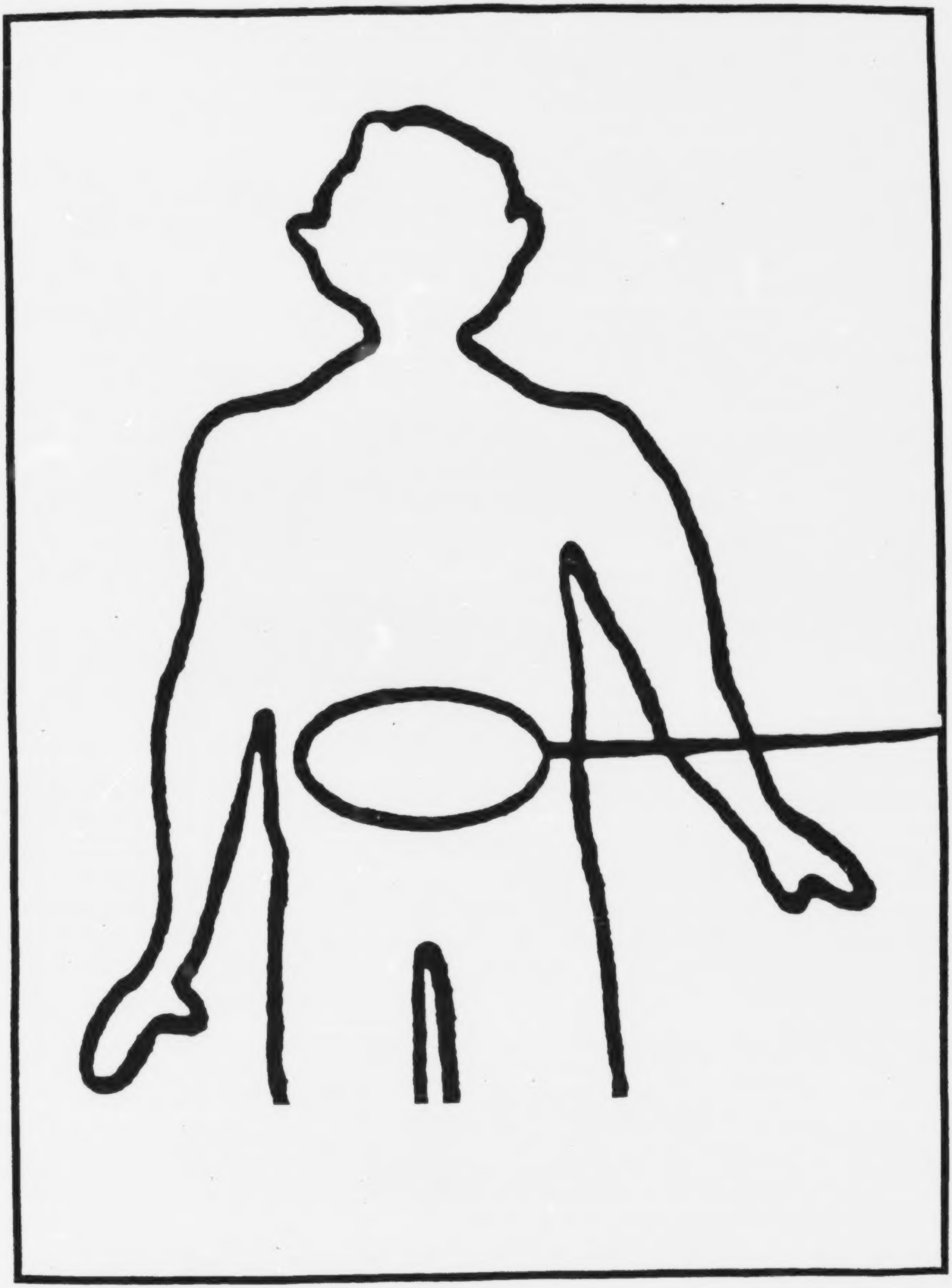


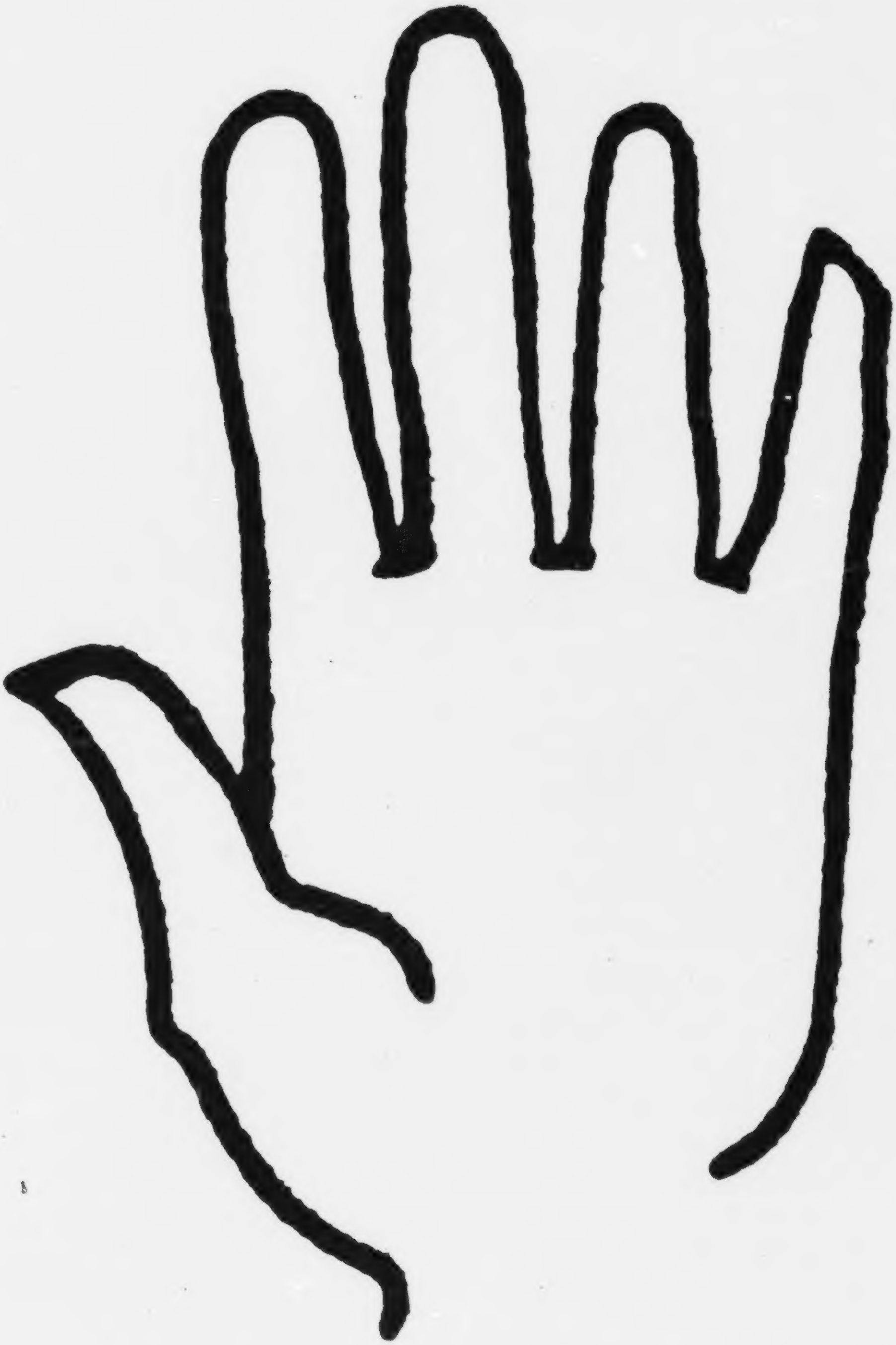


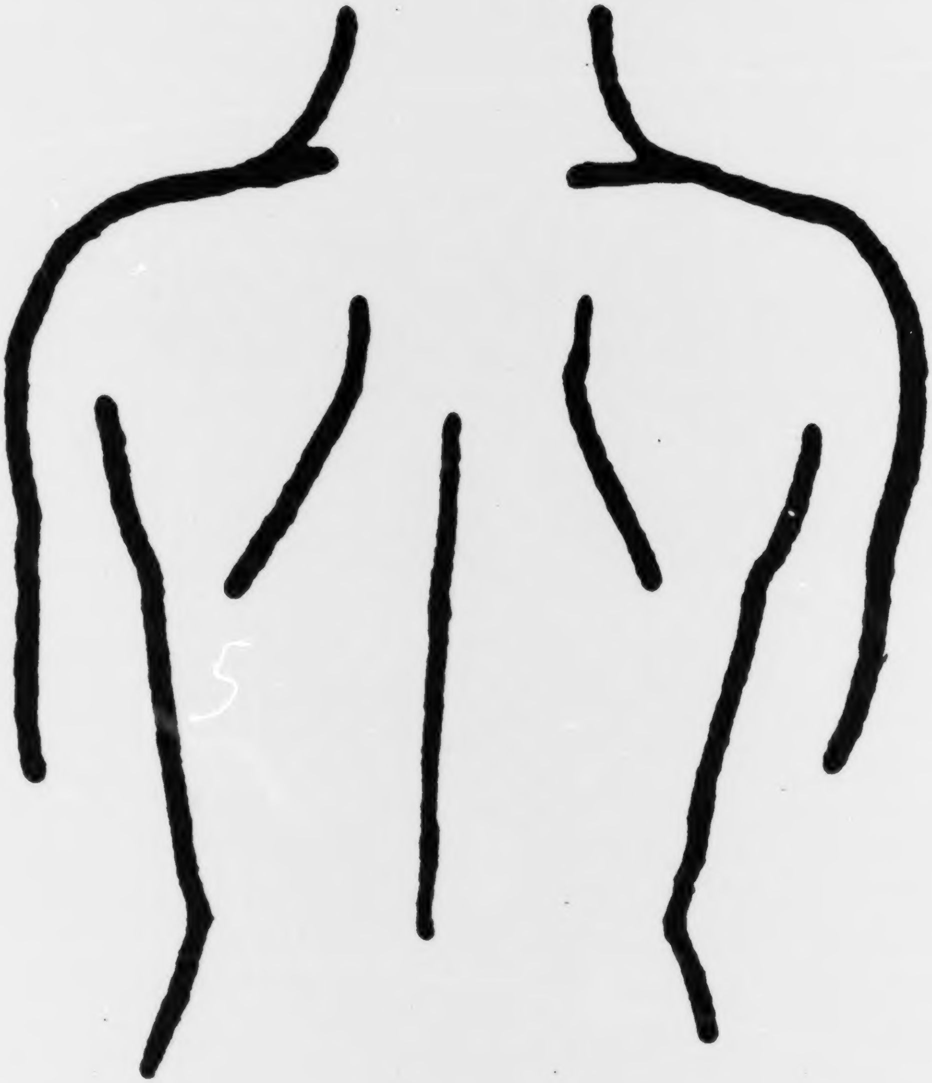


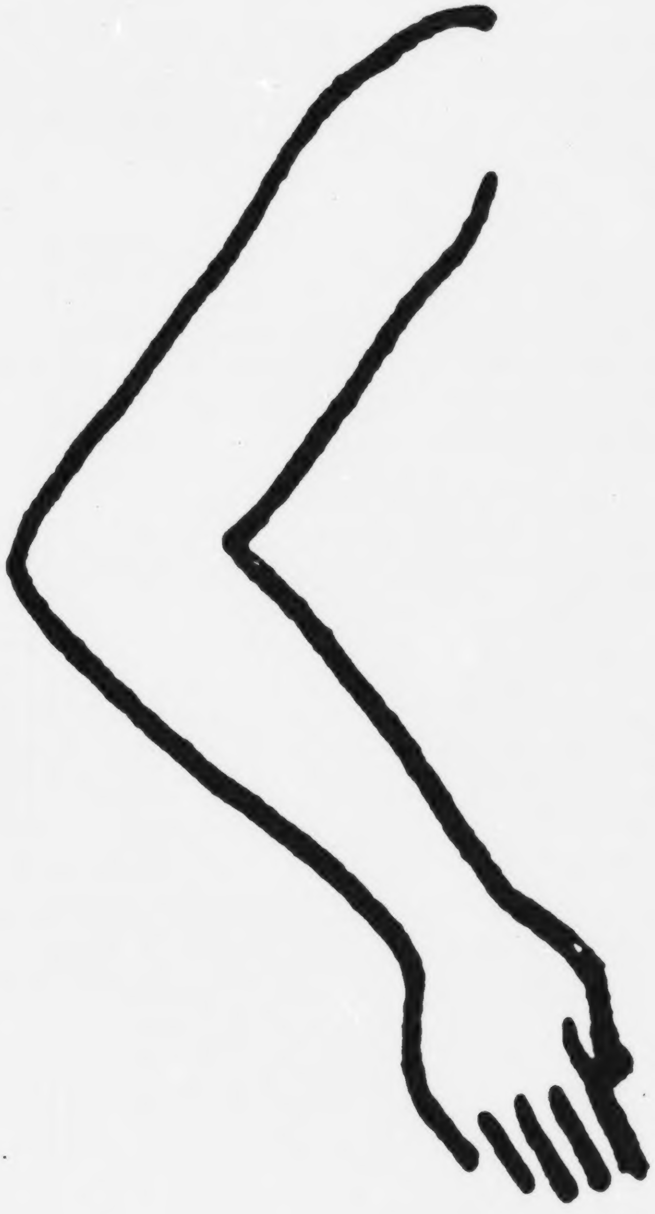


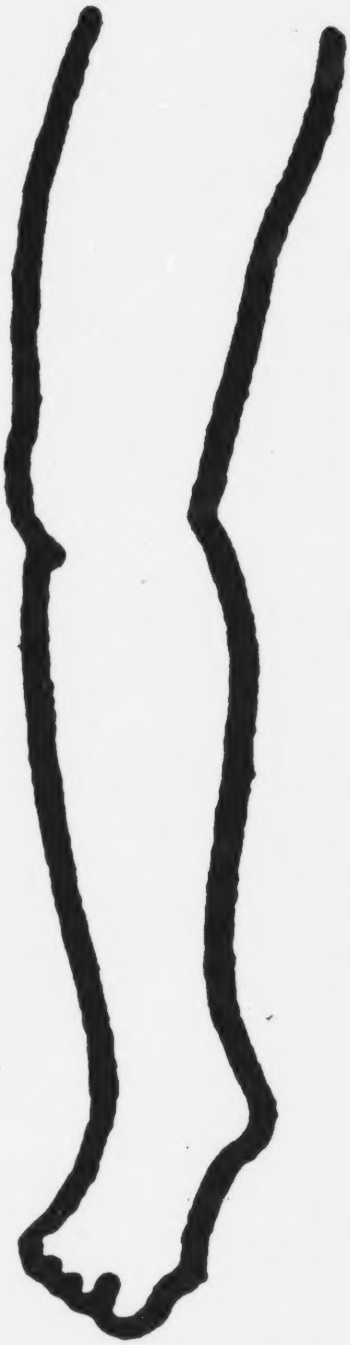


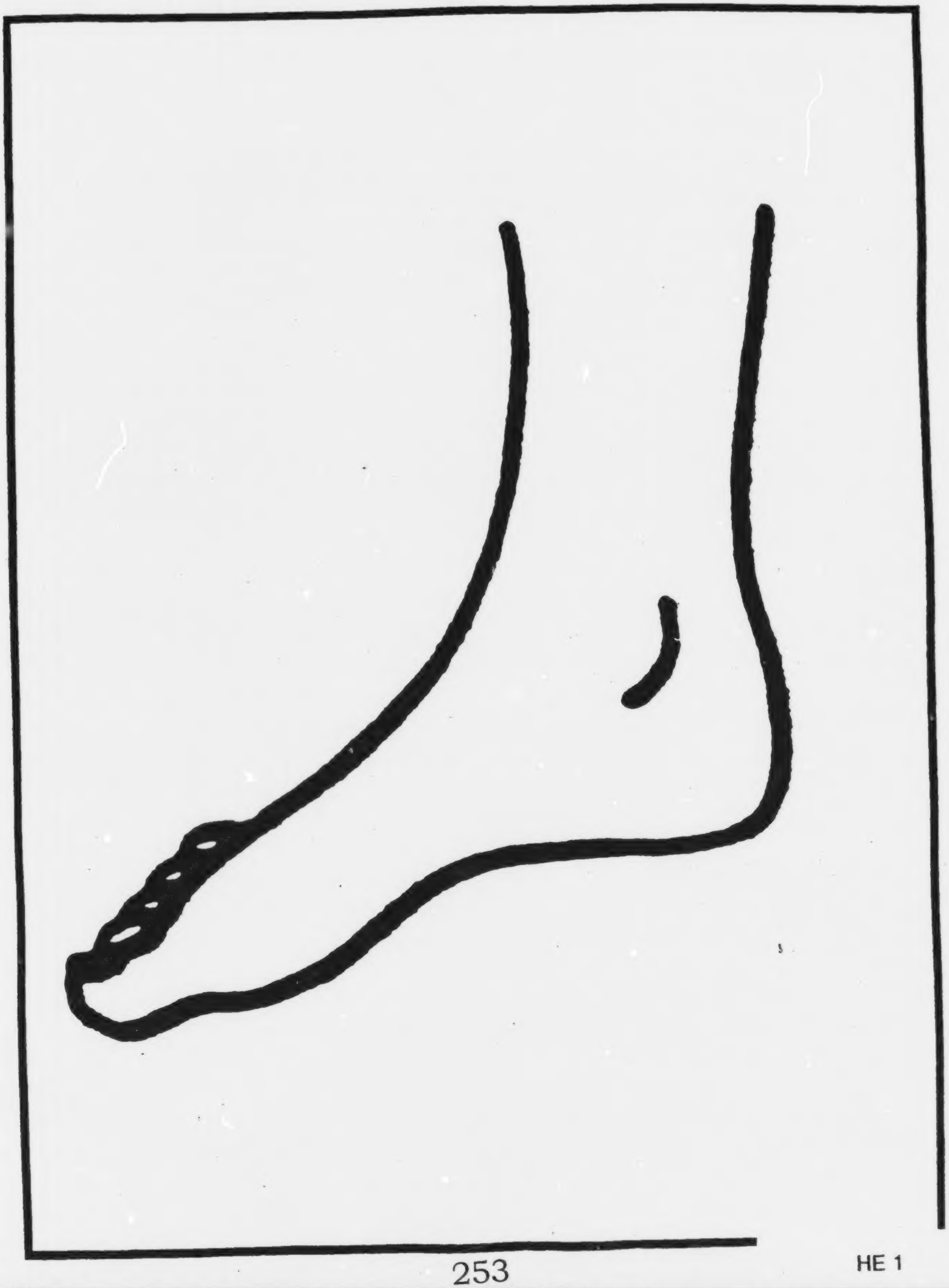


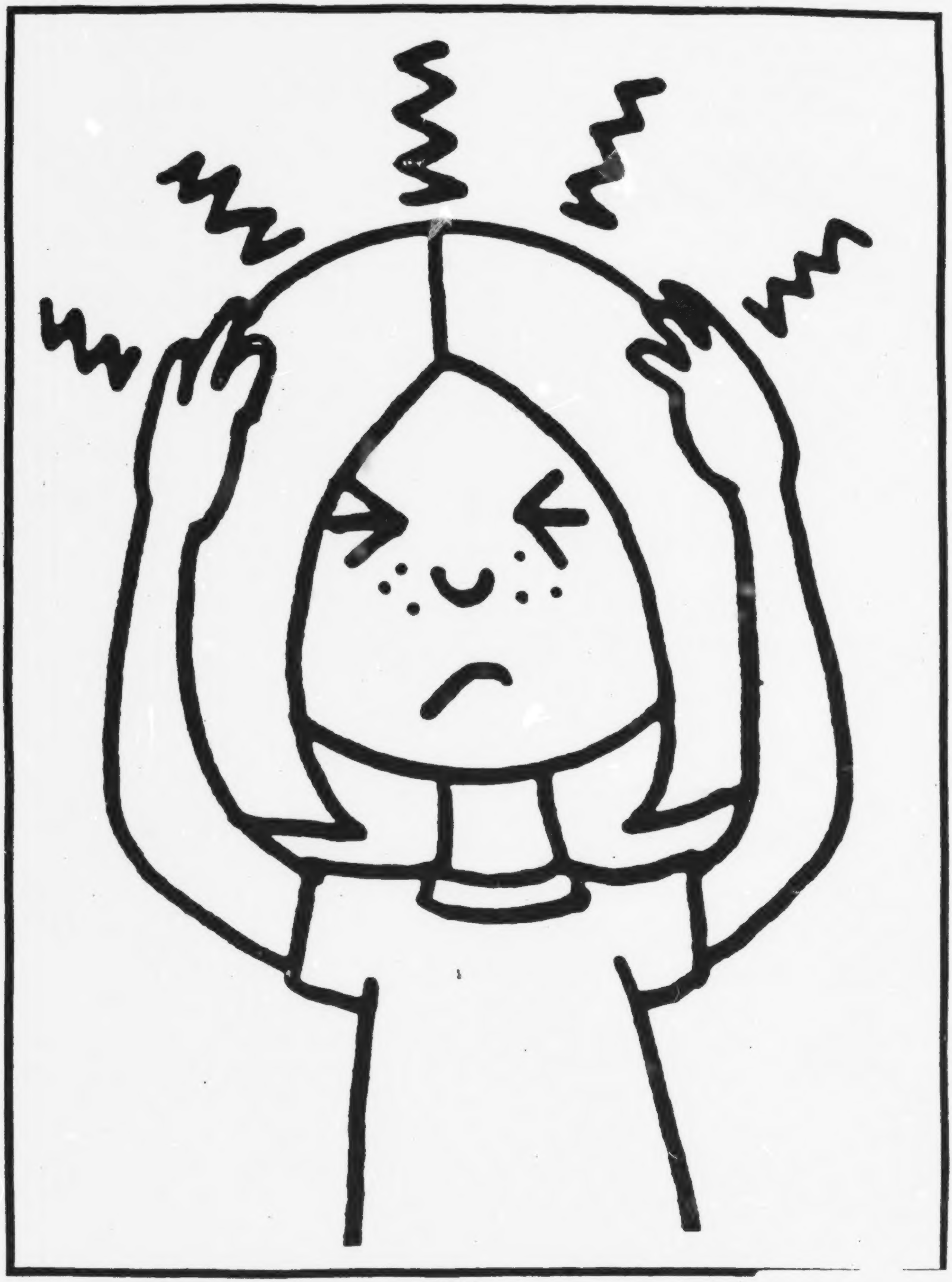


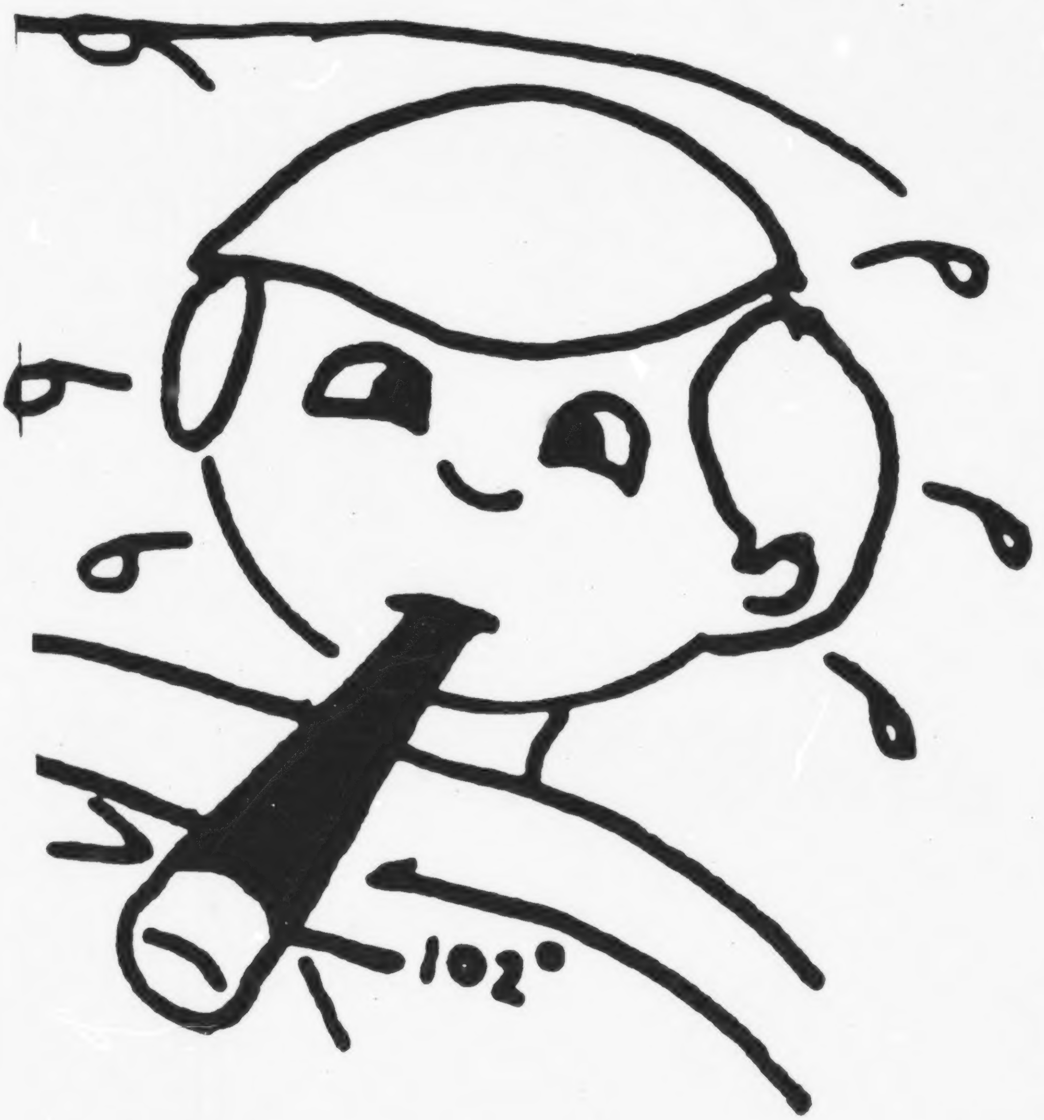








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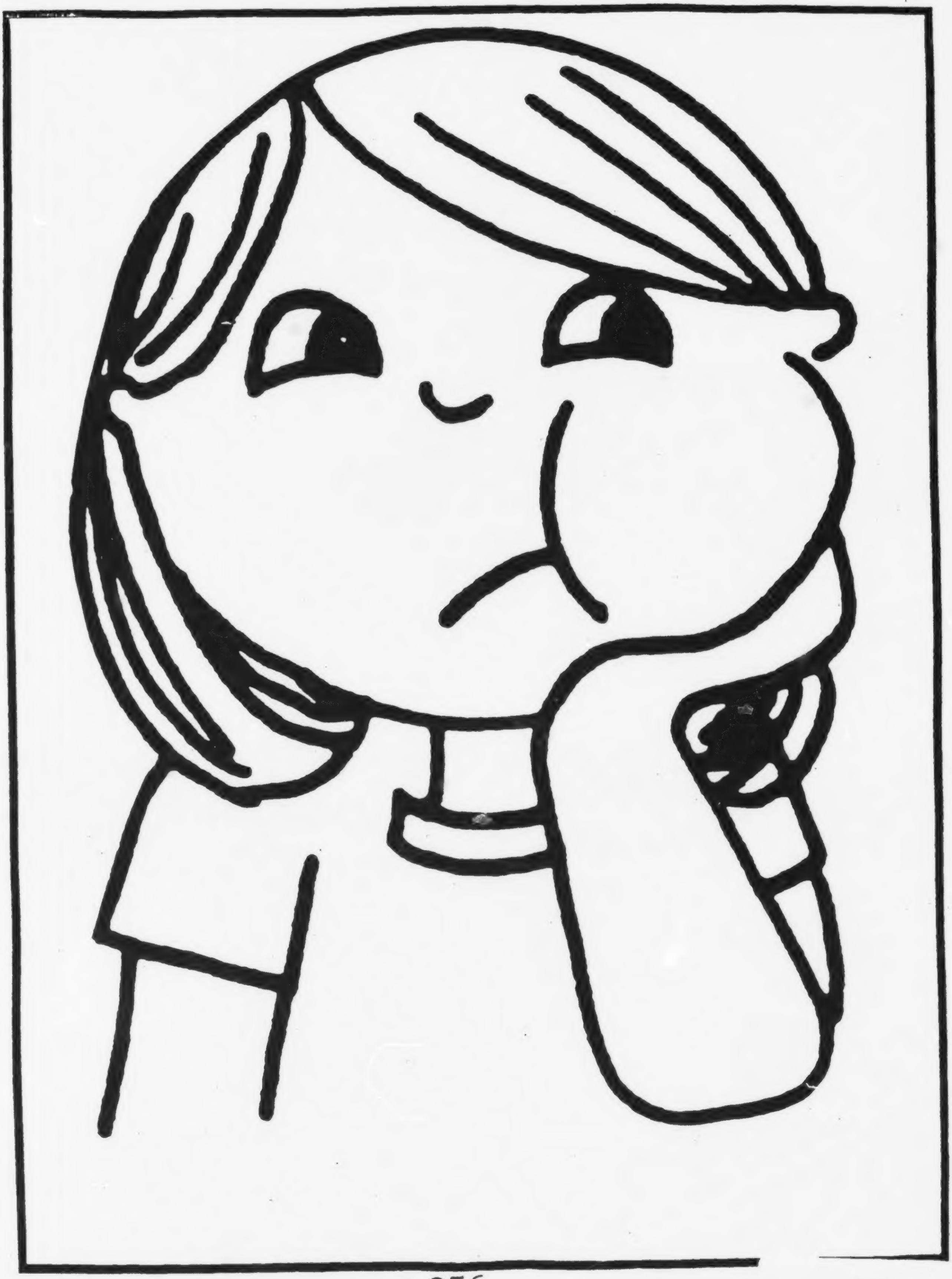
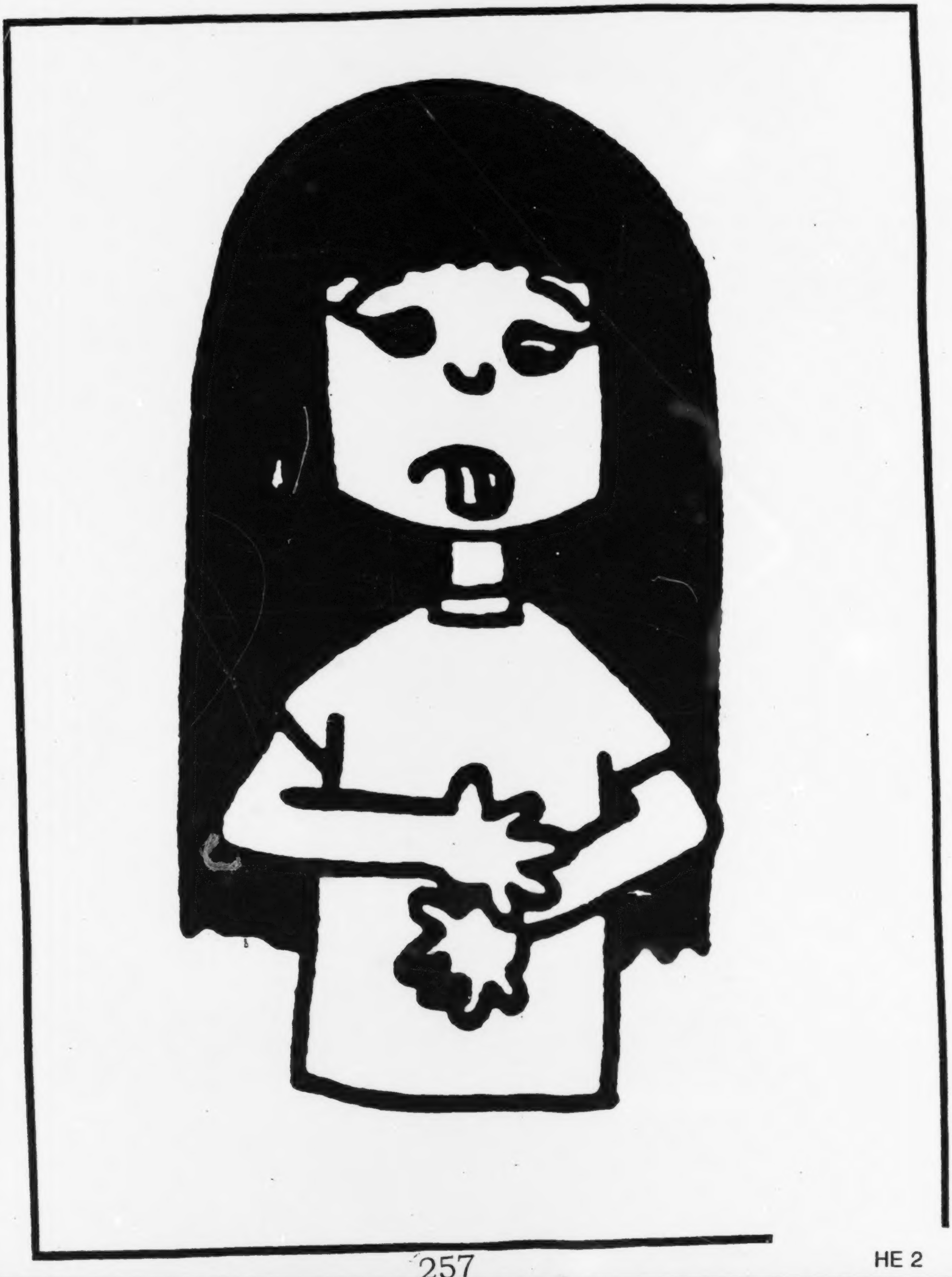
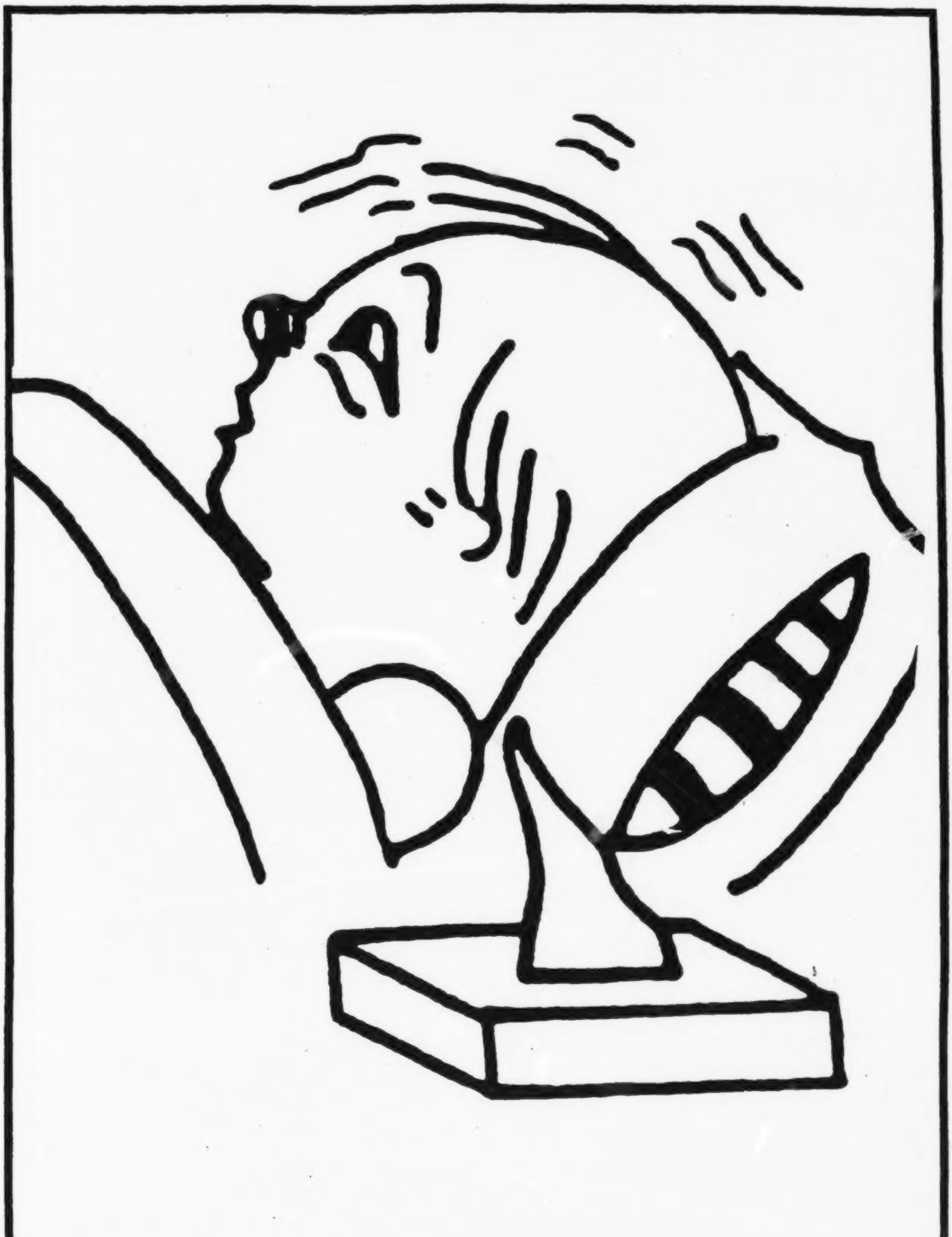
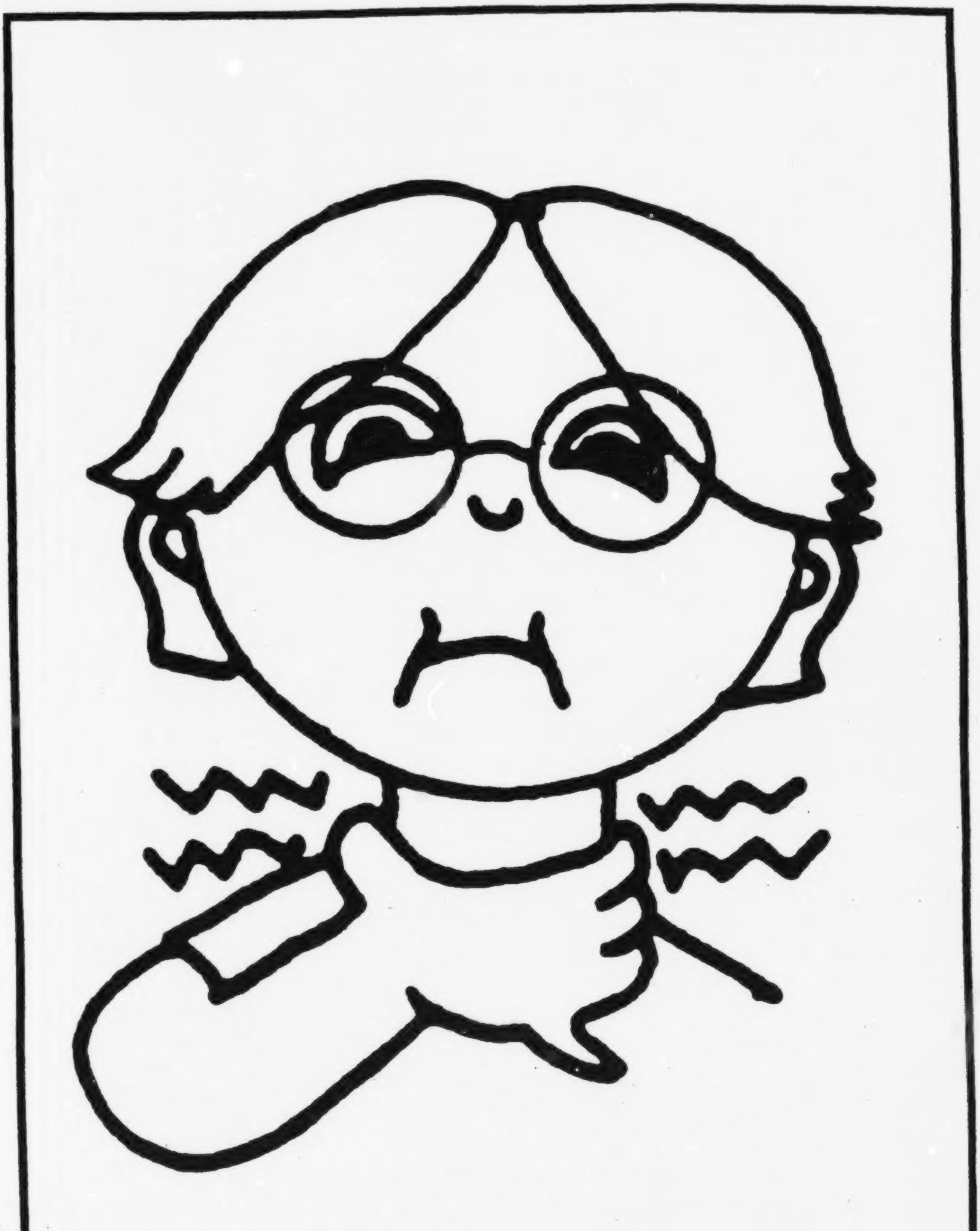
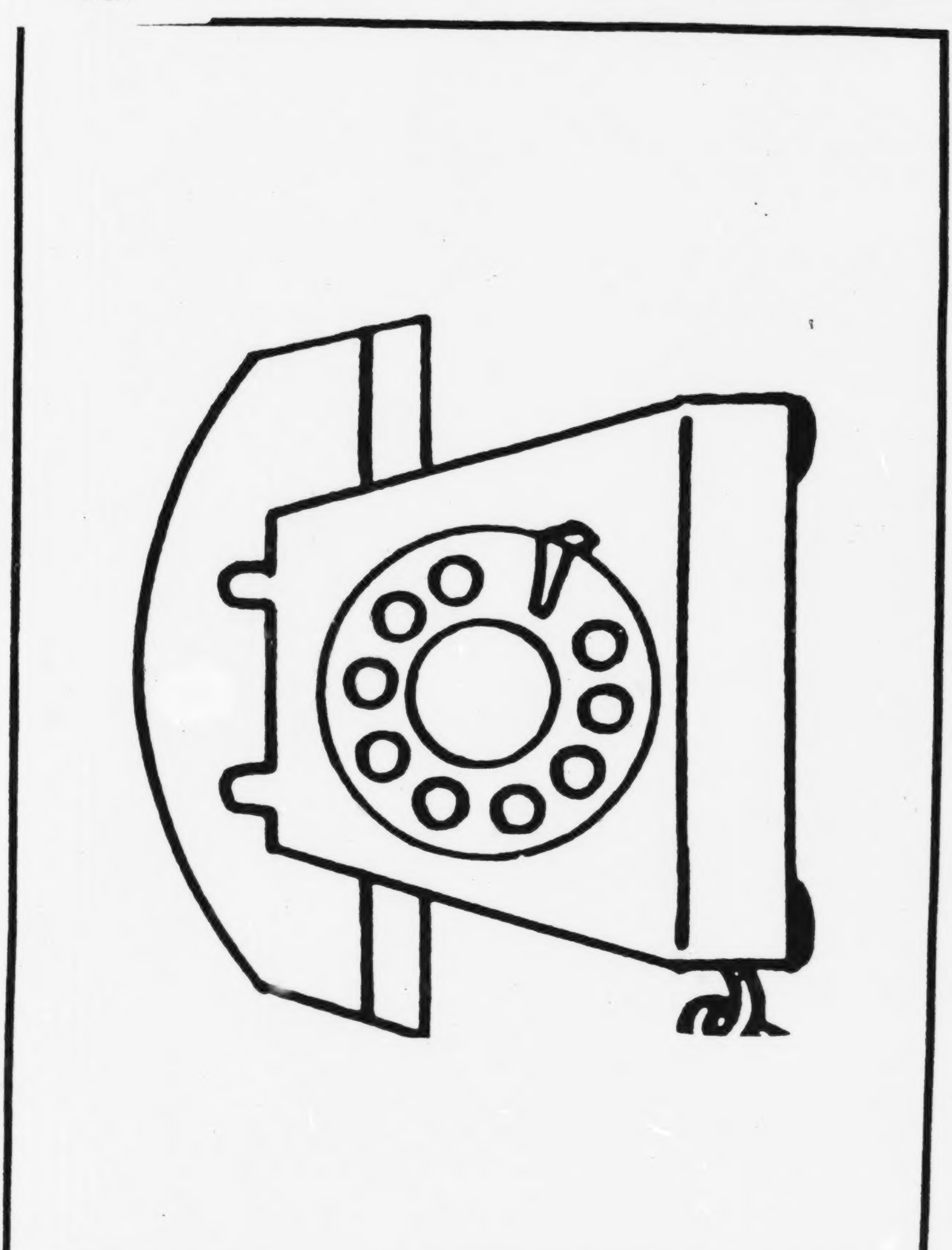
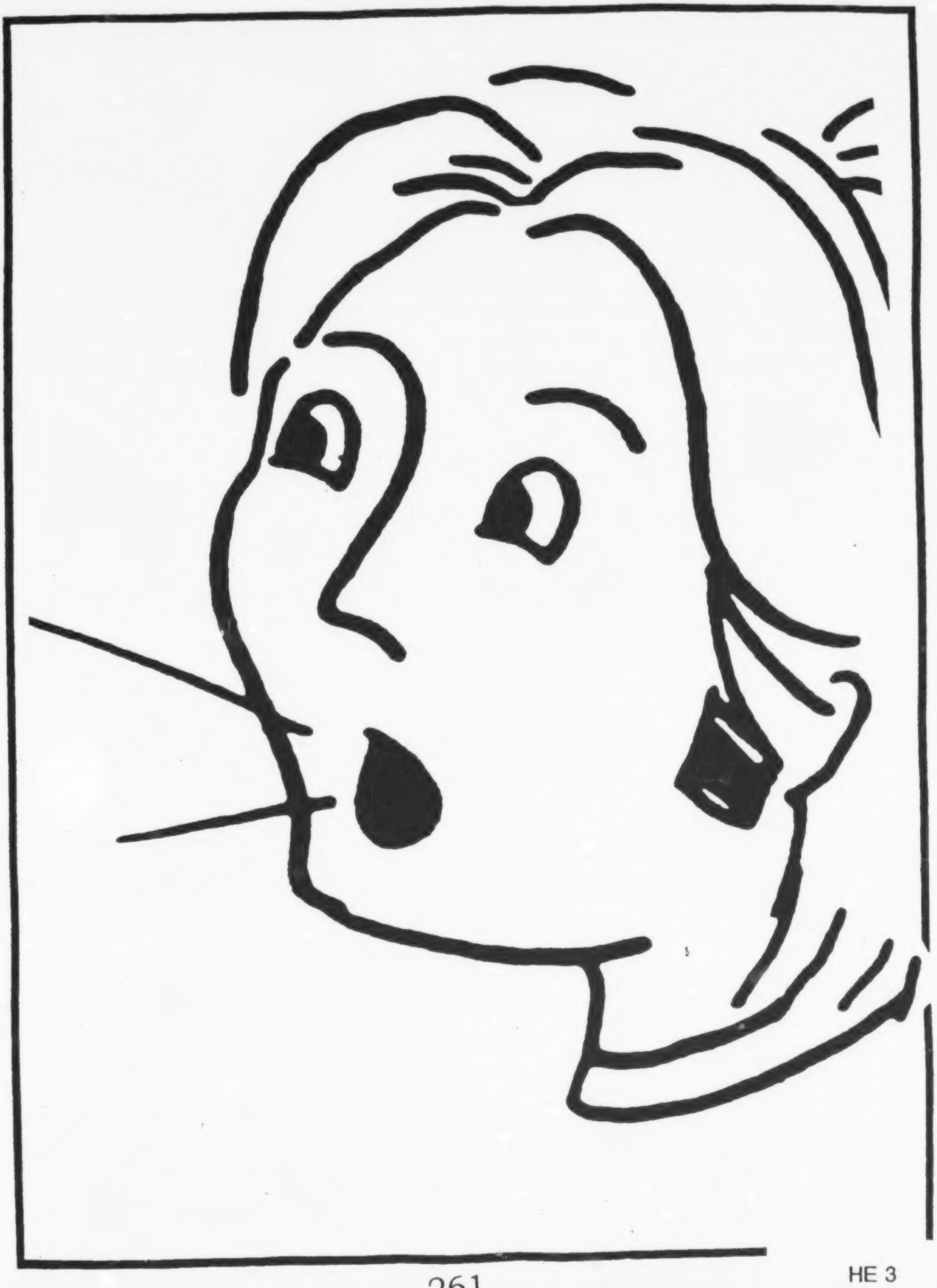









HE 3



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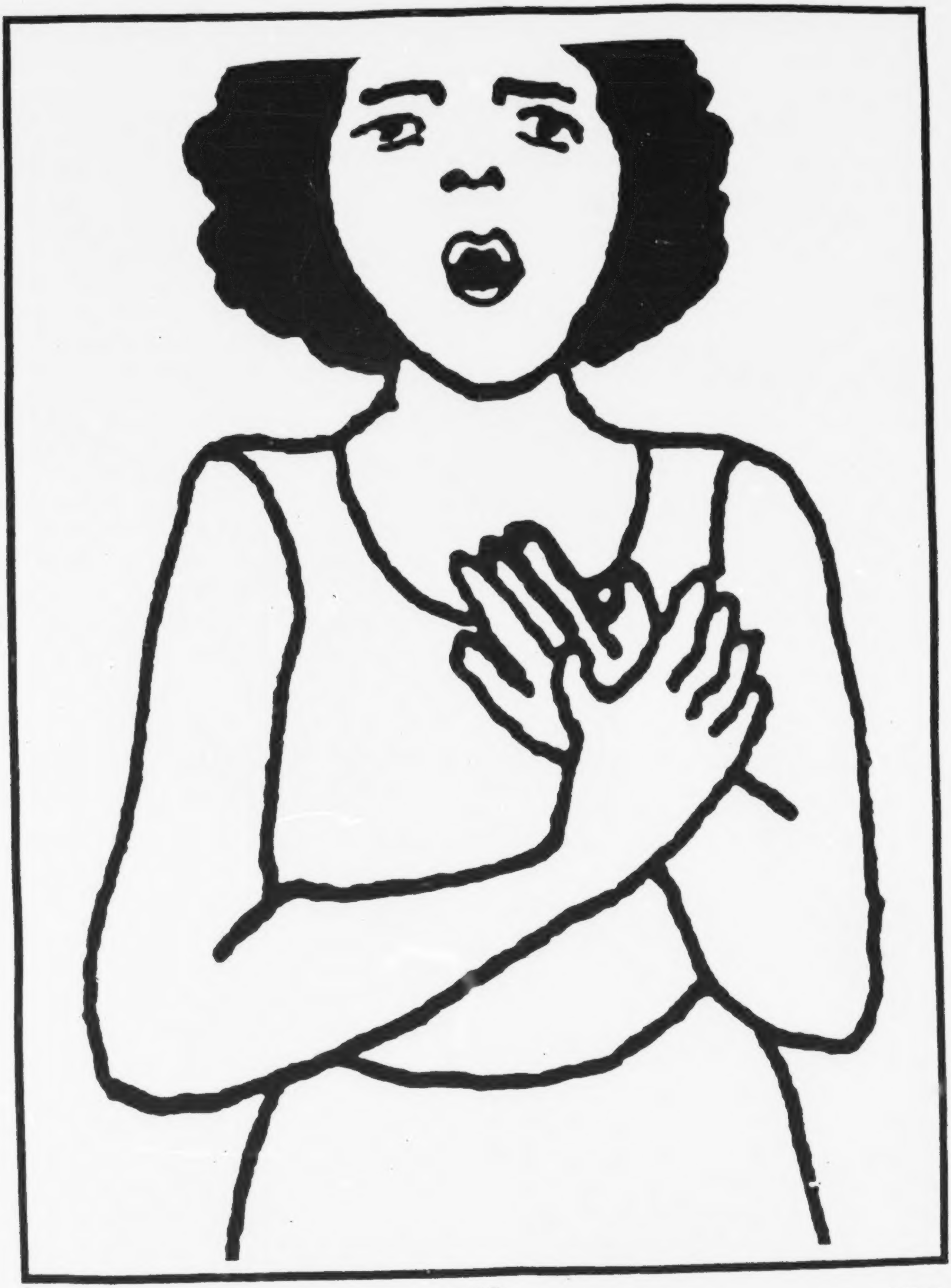

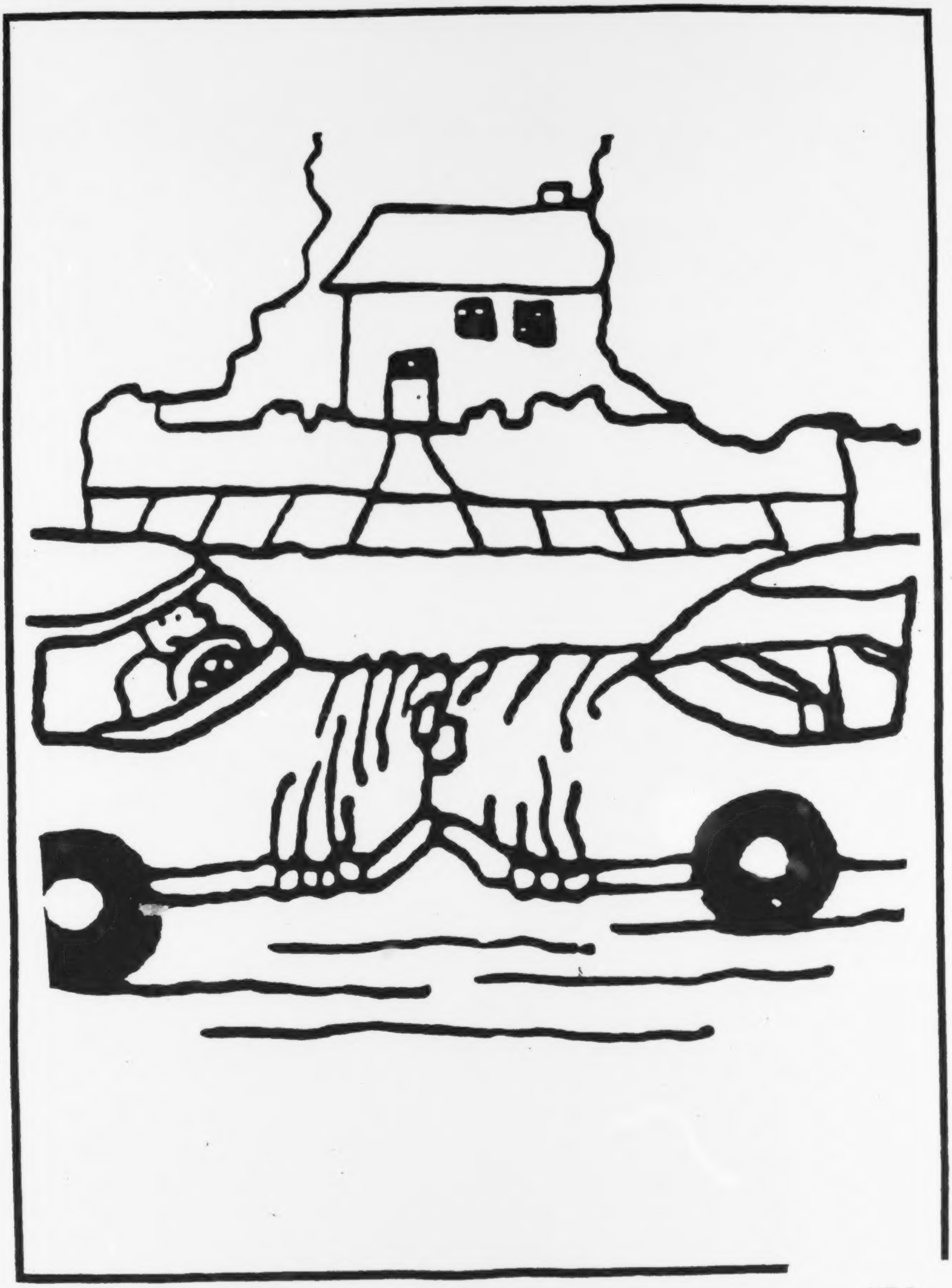

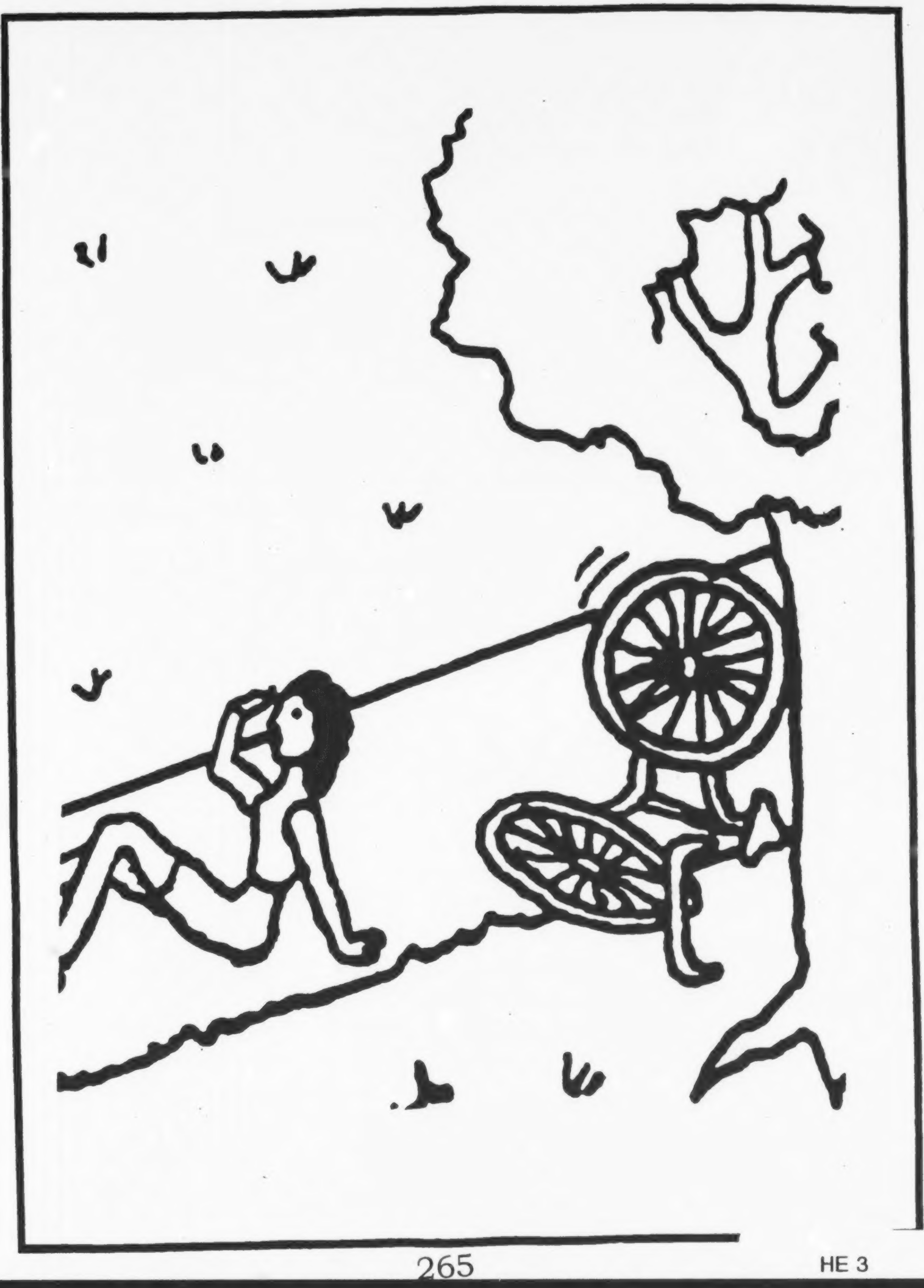

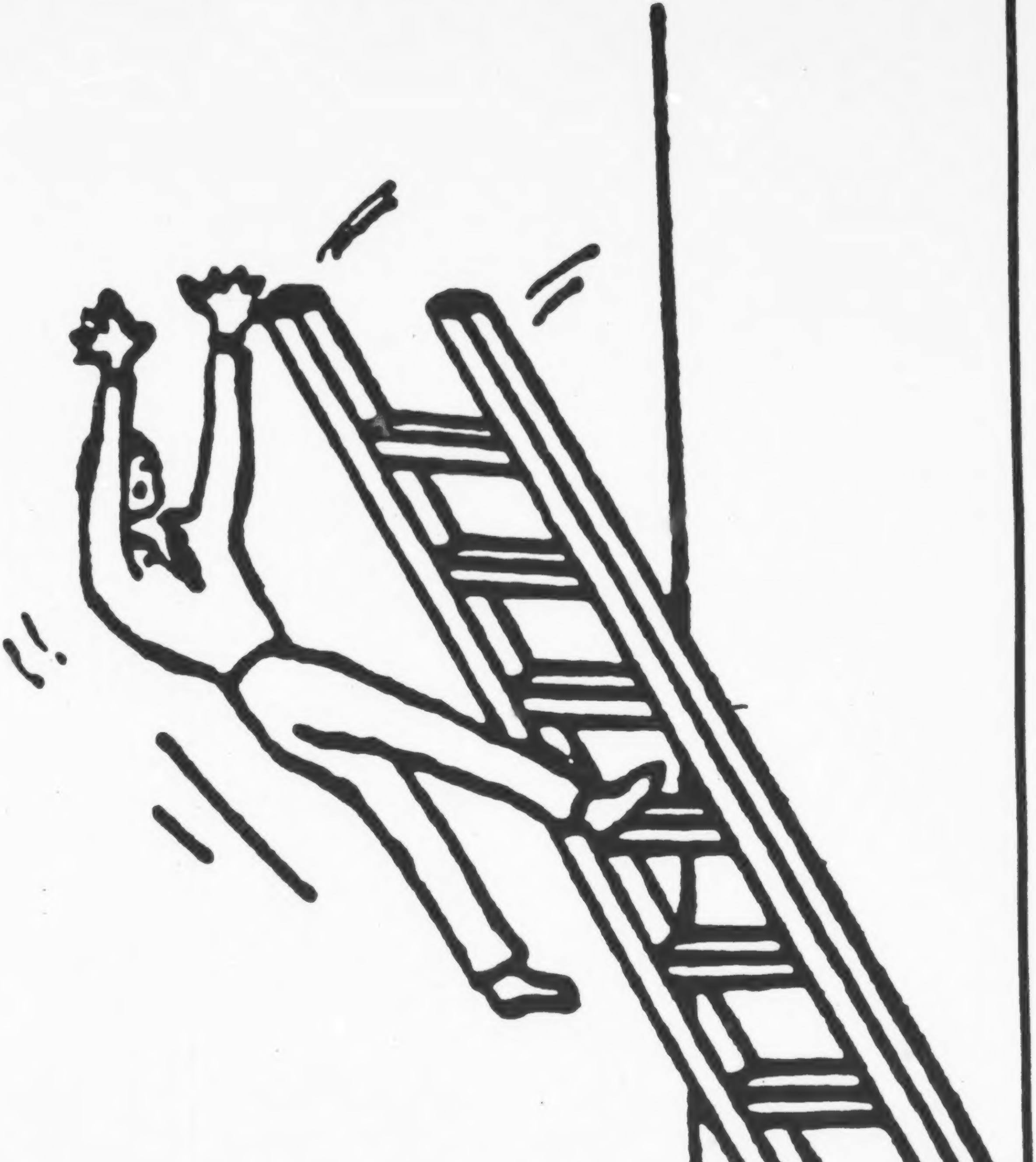

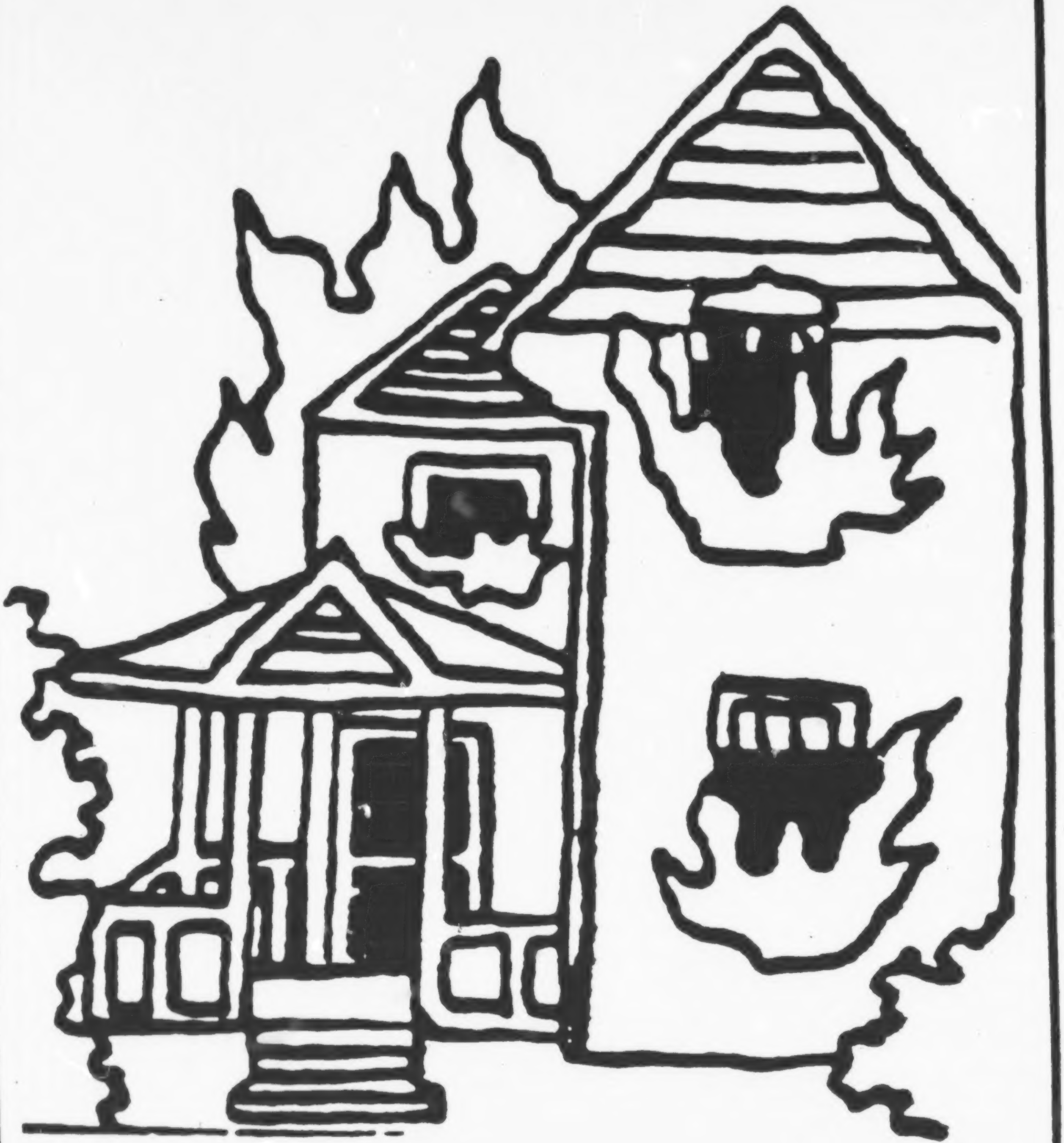

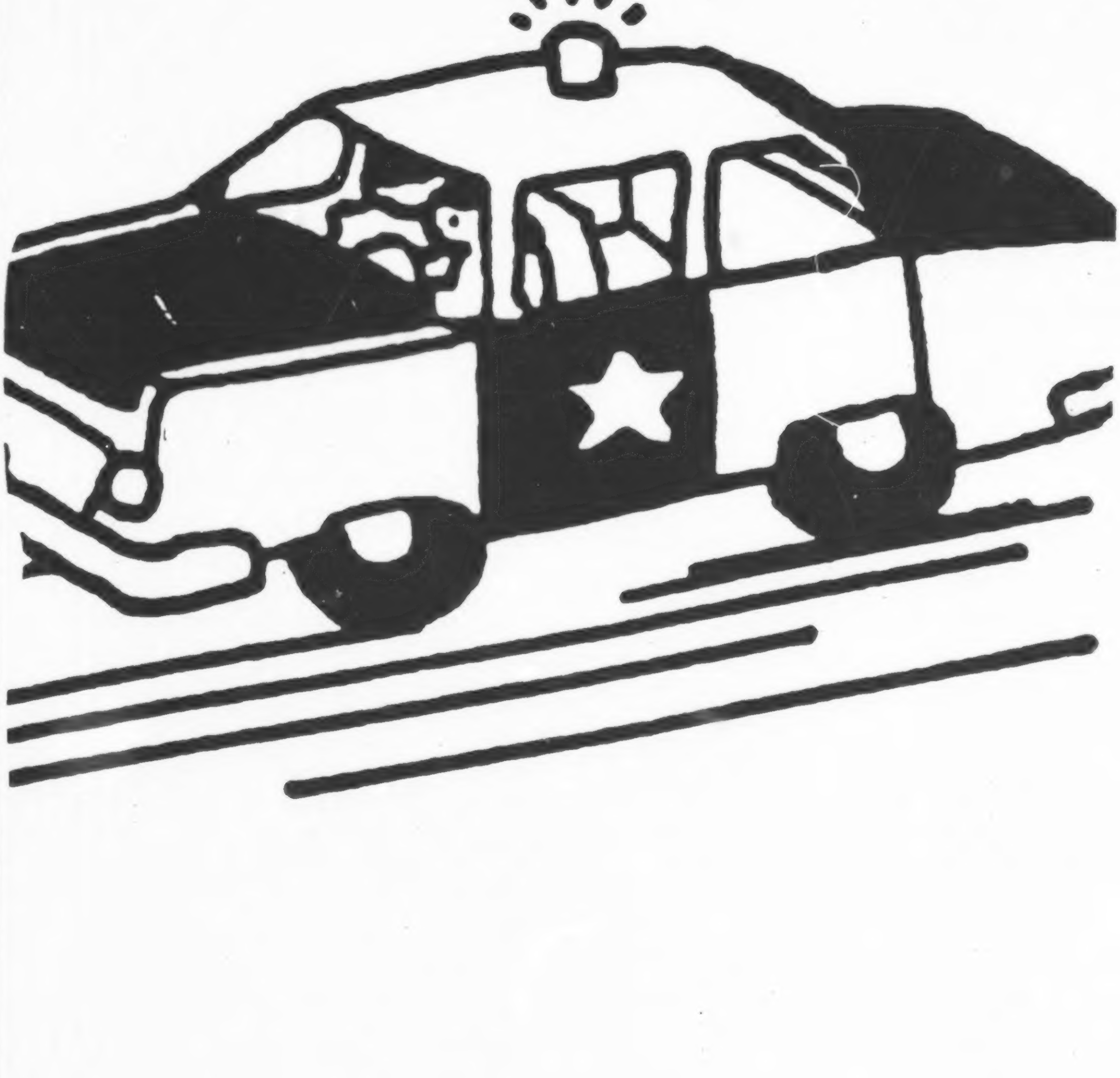

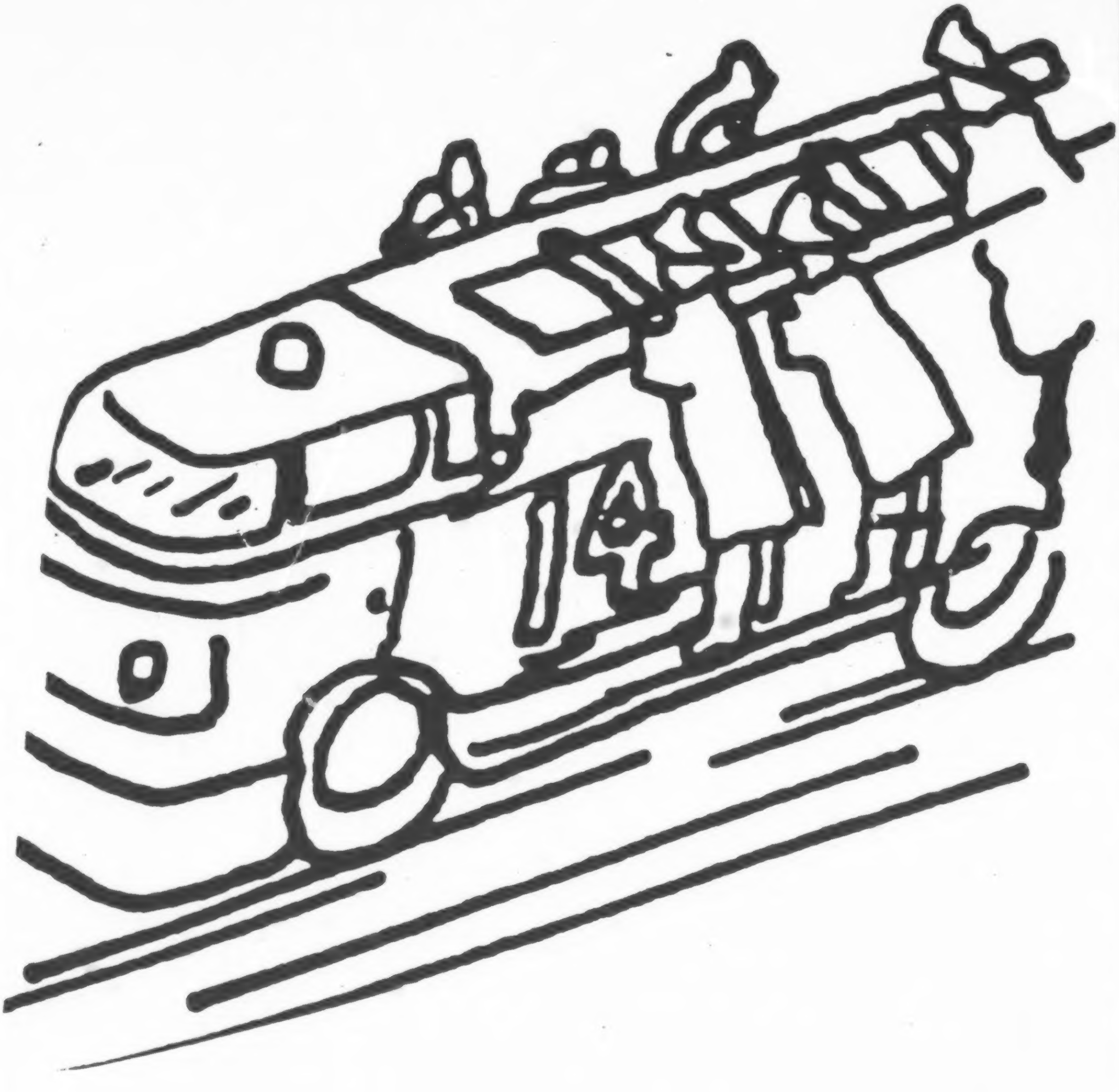

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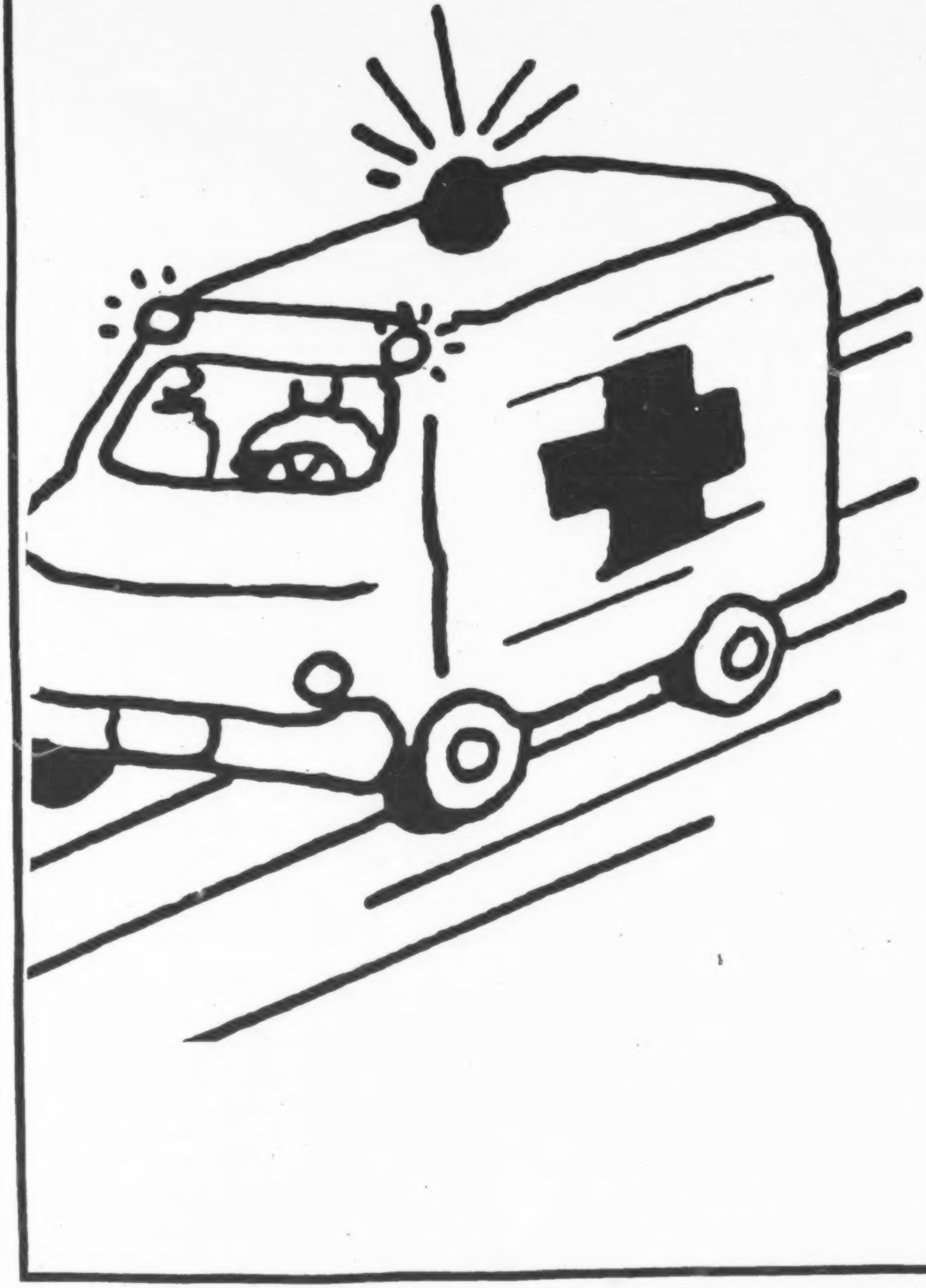

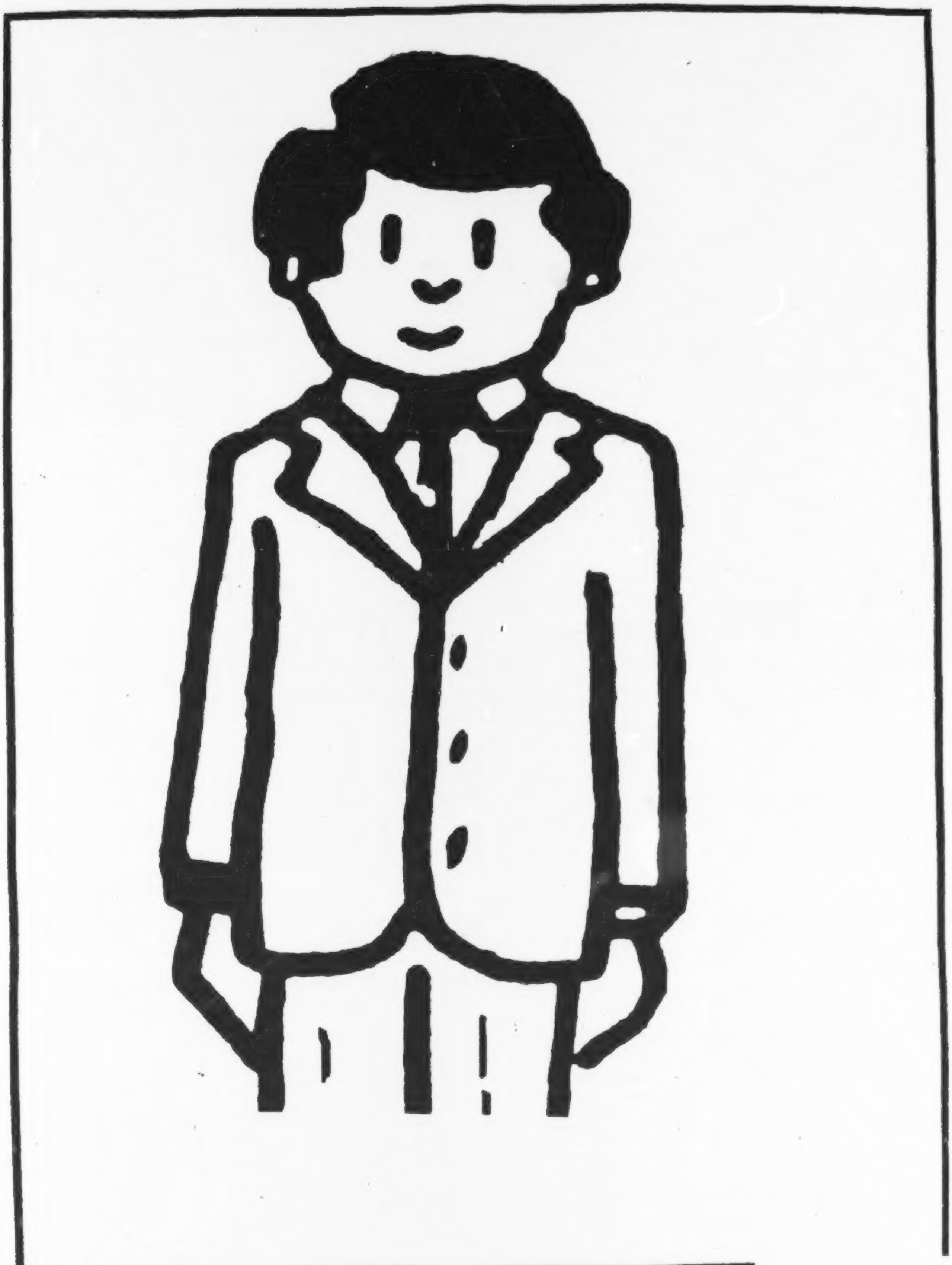

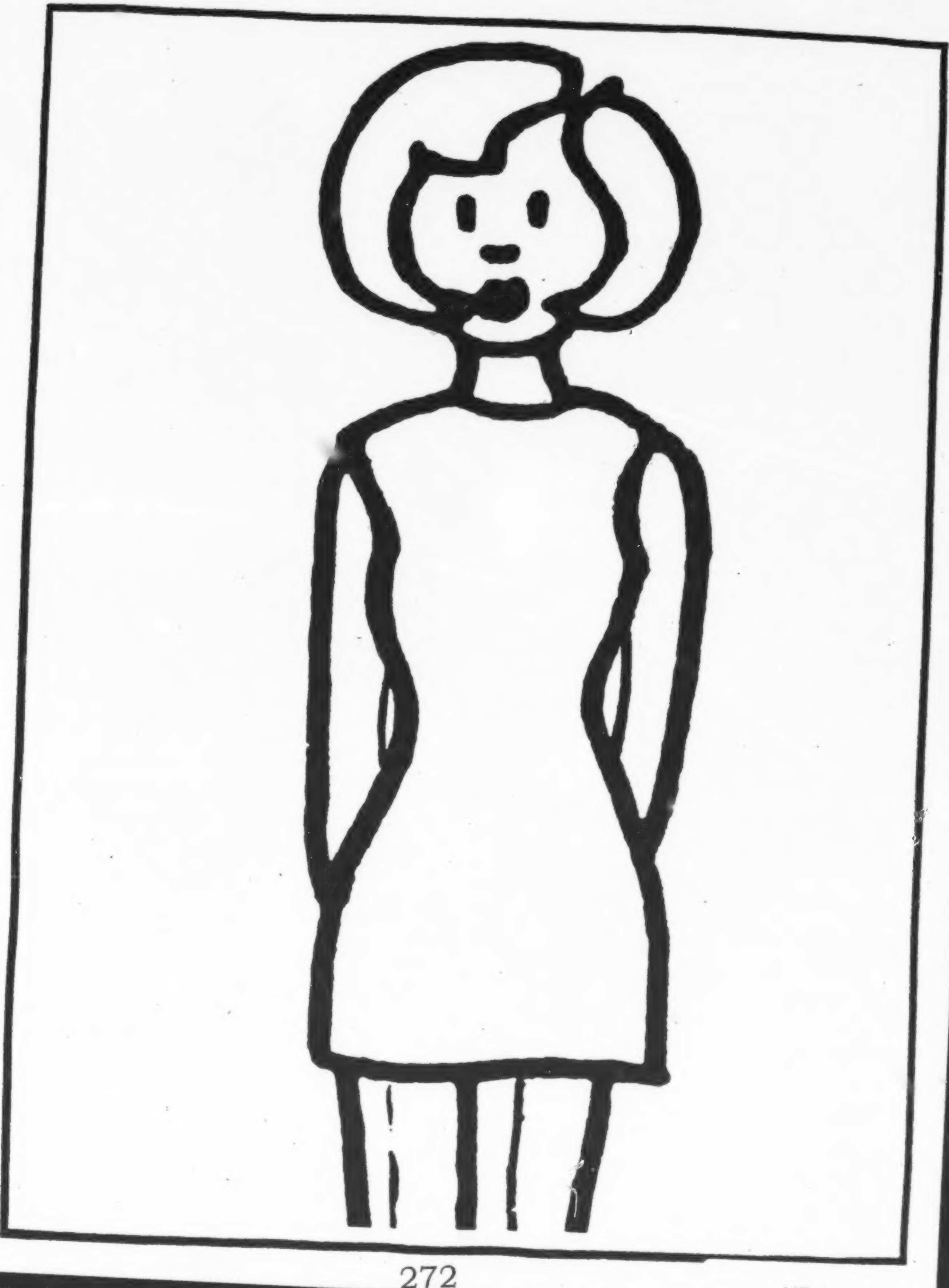

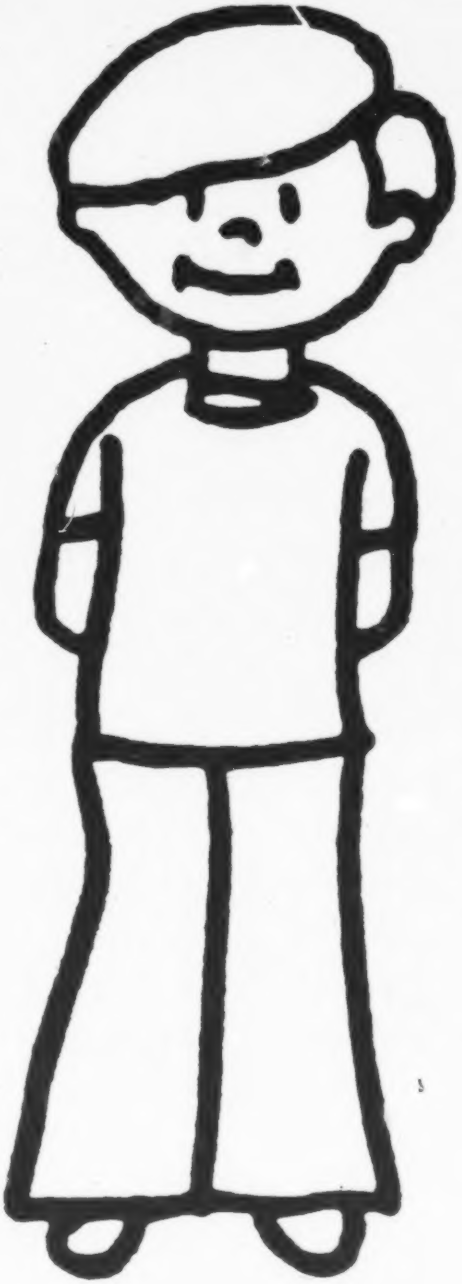

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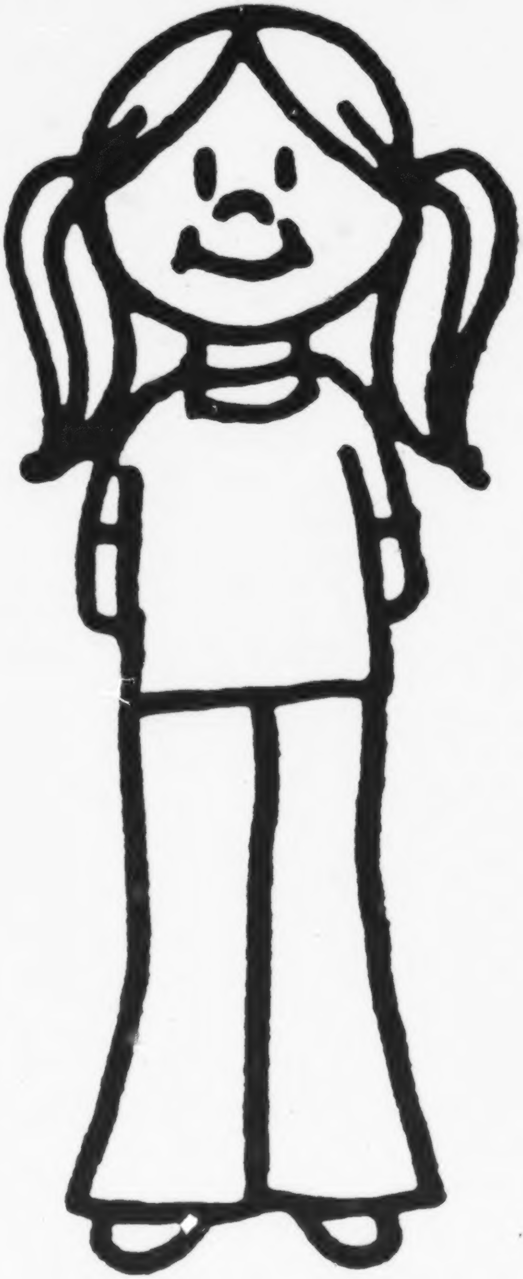

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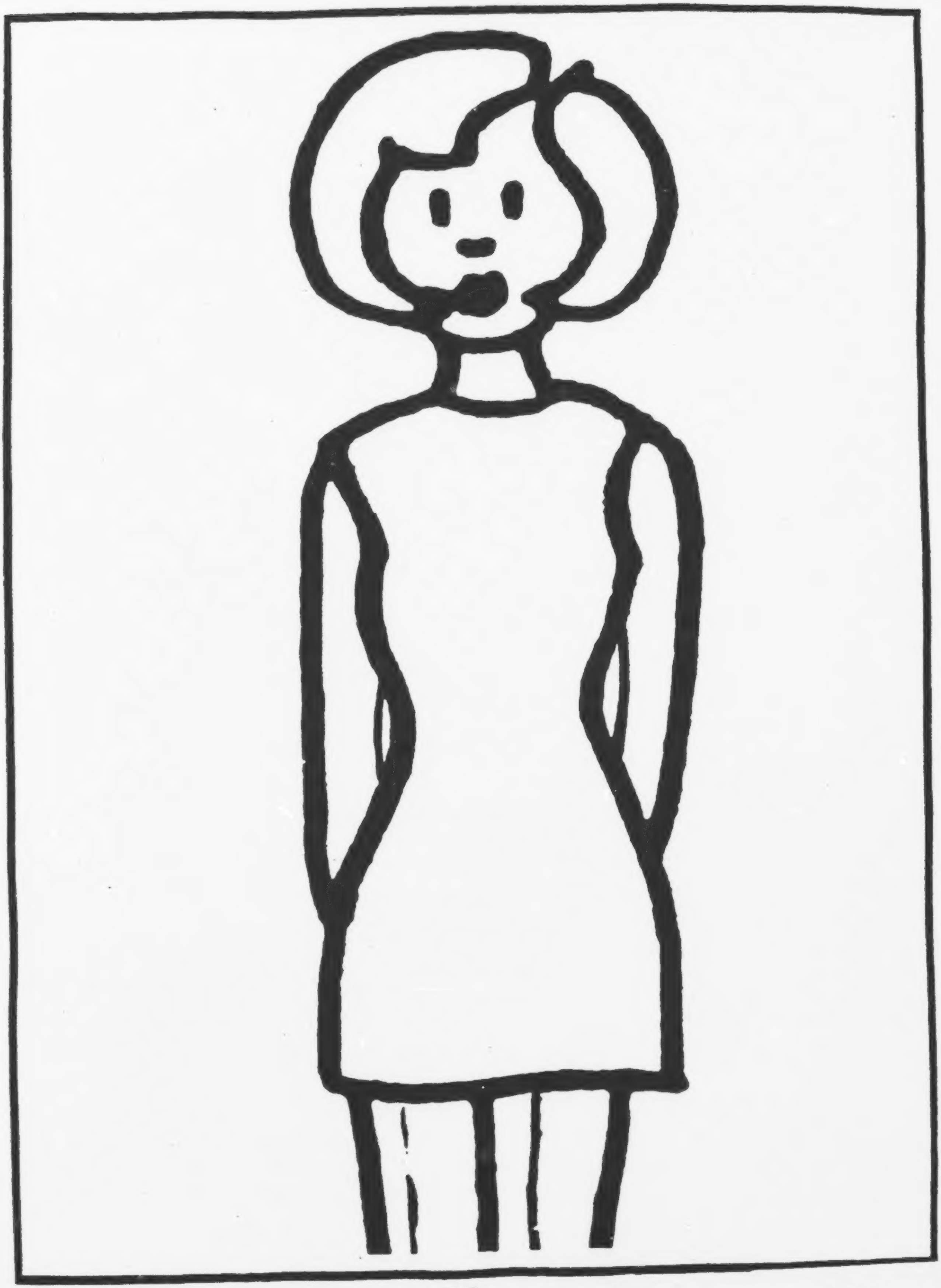
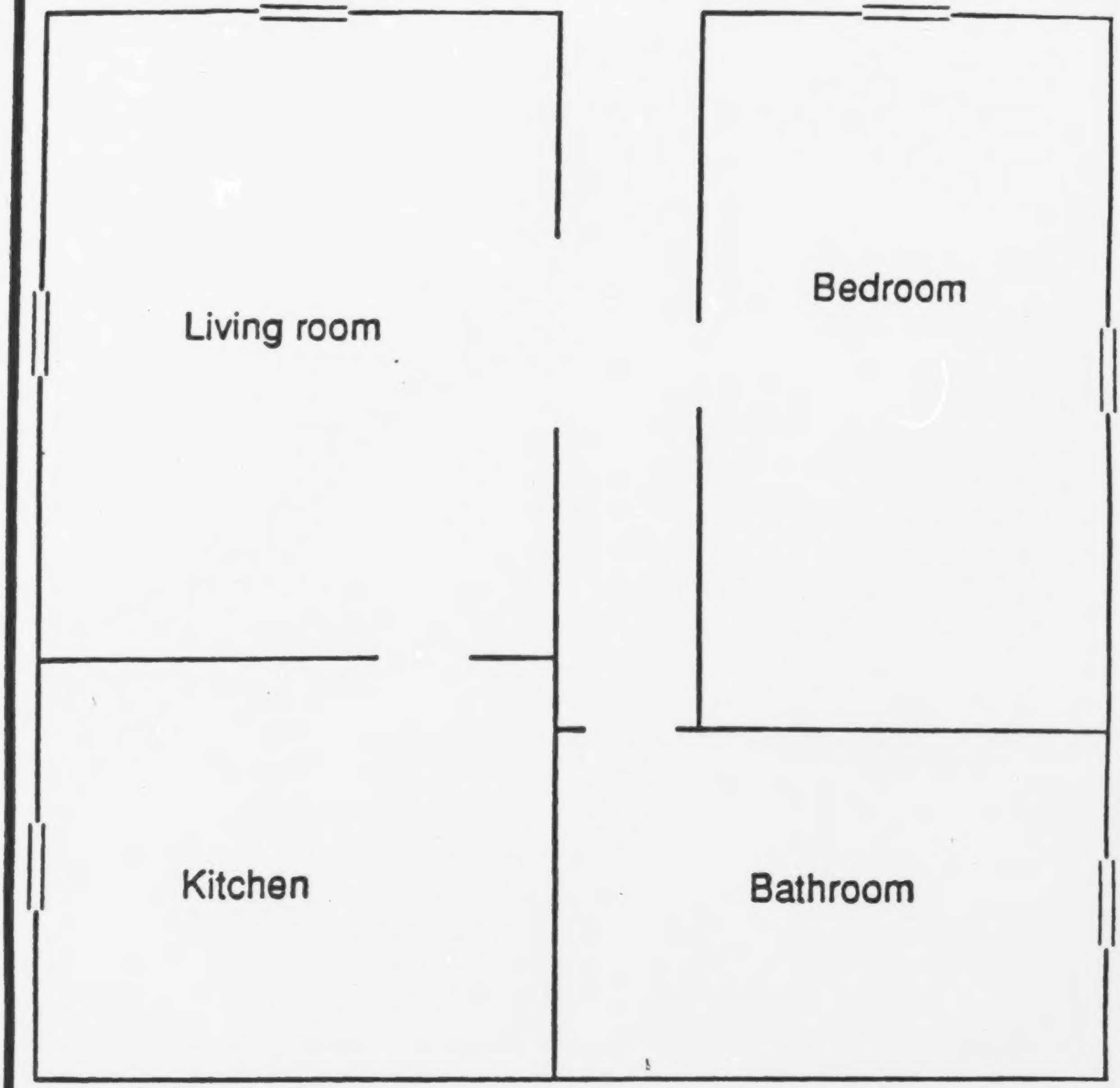
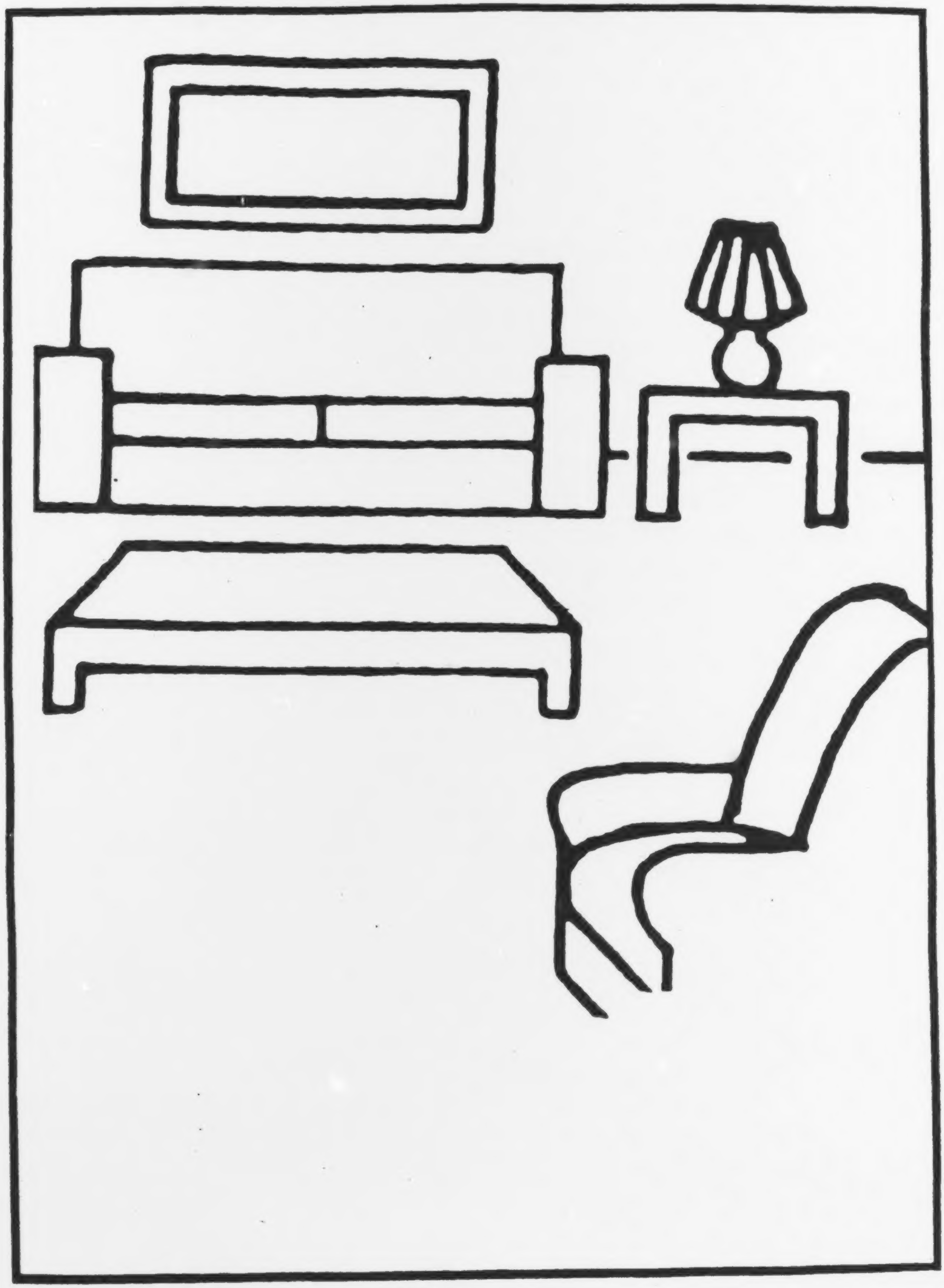
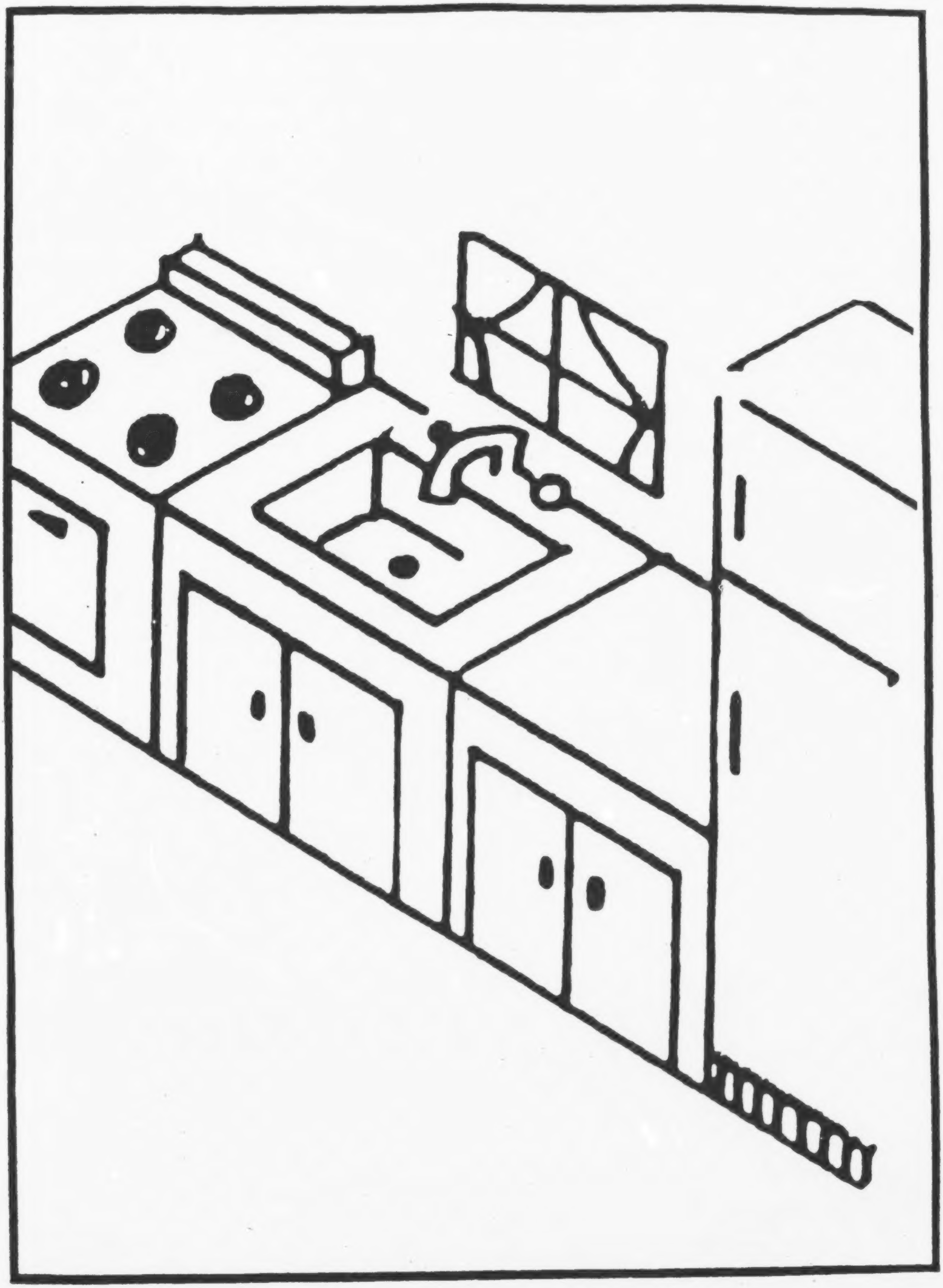
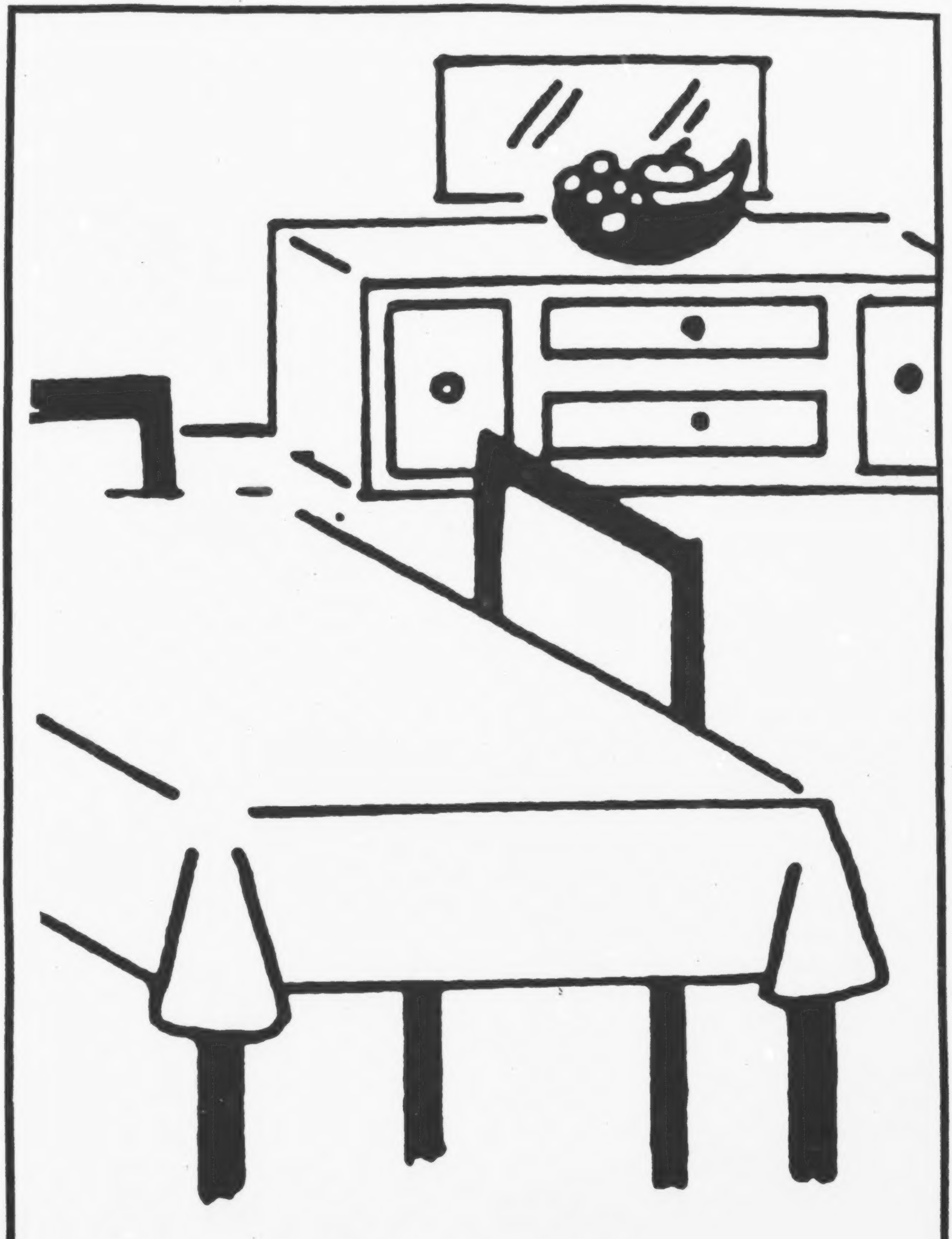
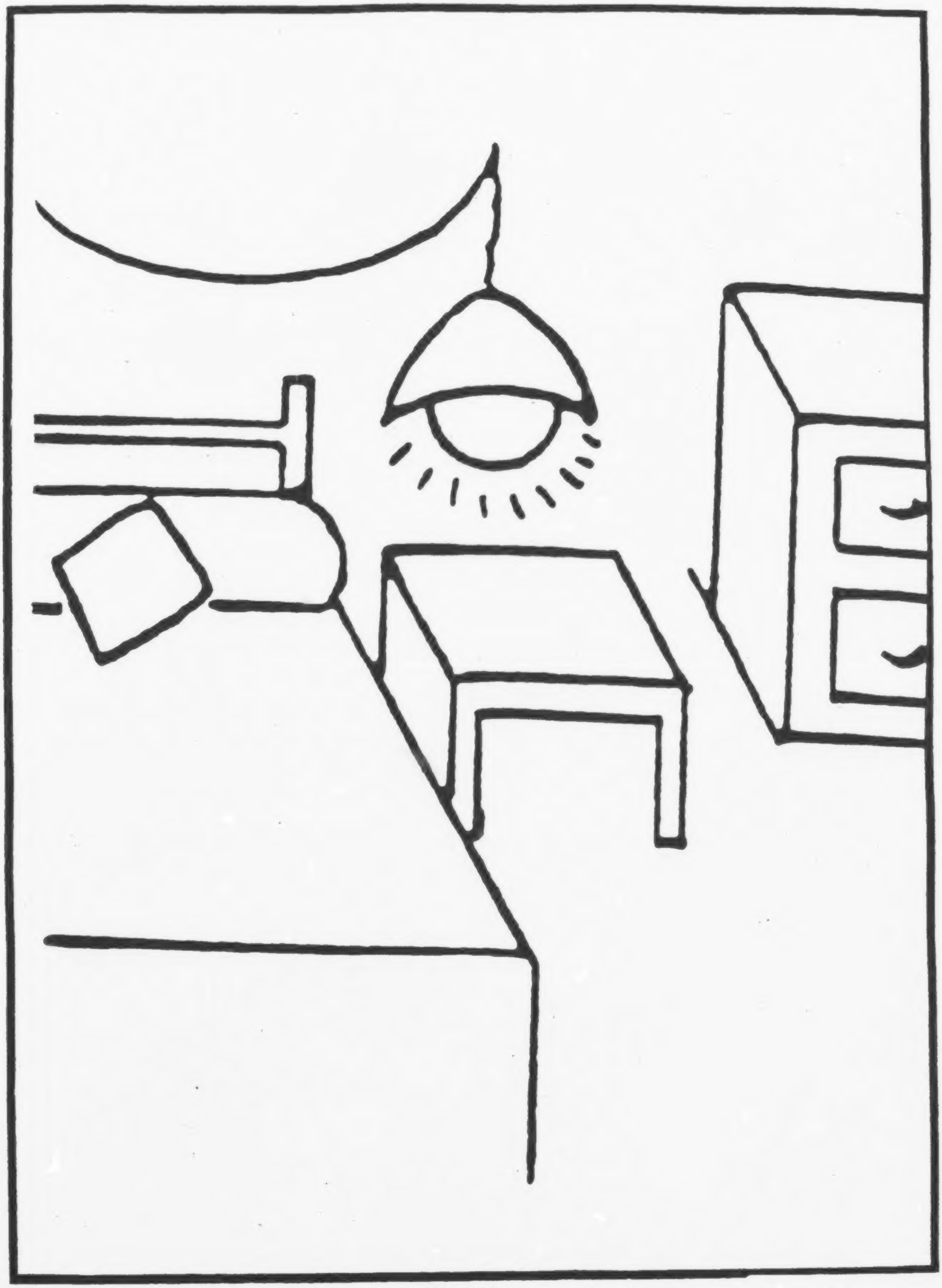


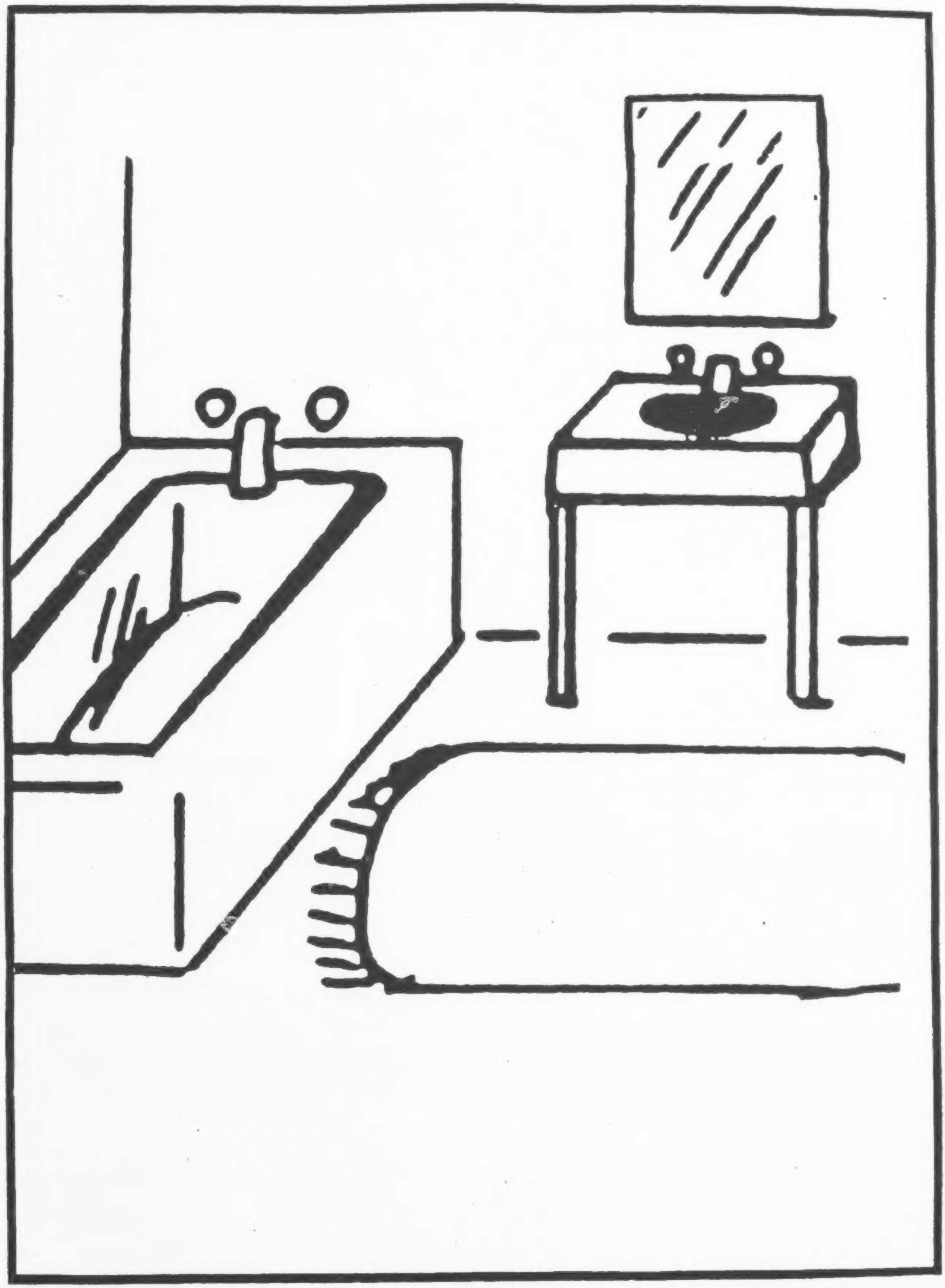

Living room
Bedroom
Kitchen
Bathroom

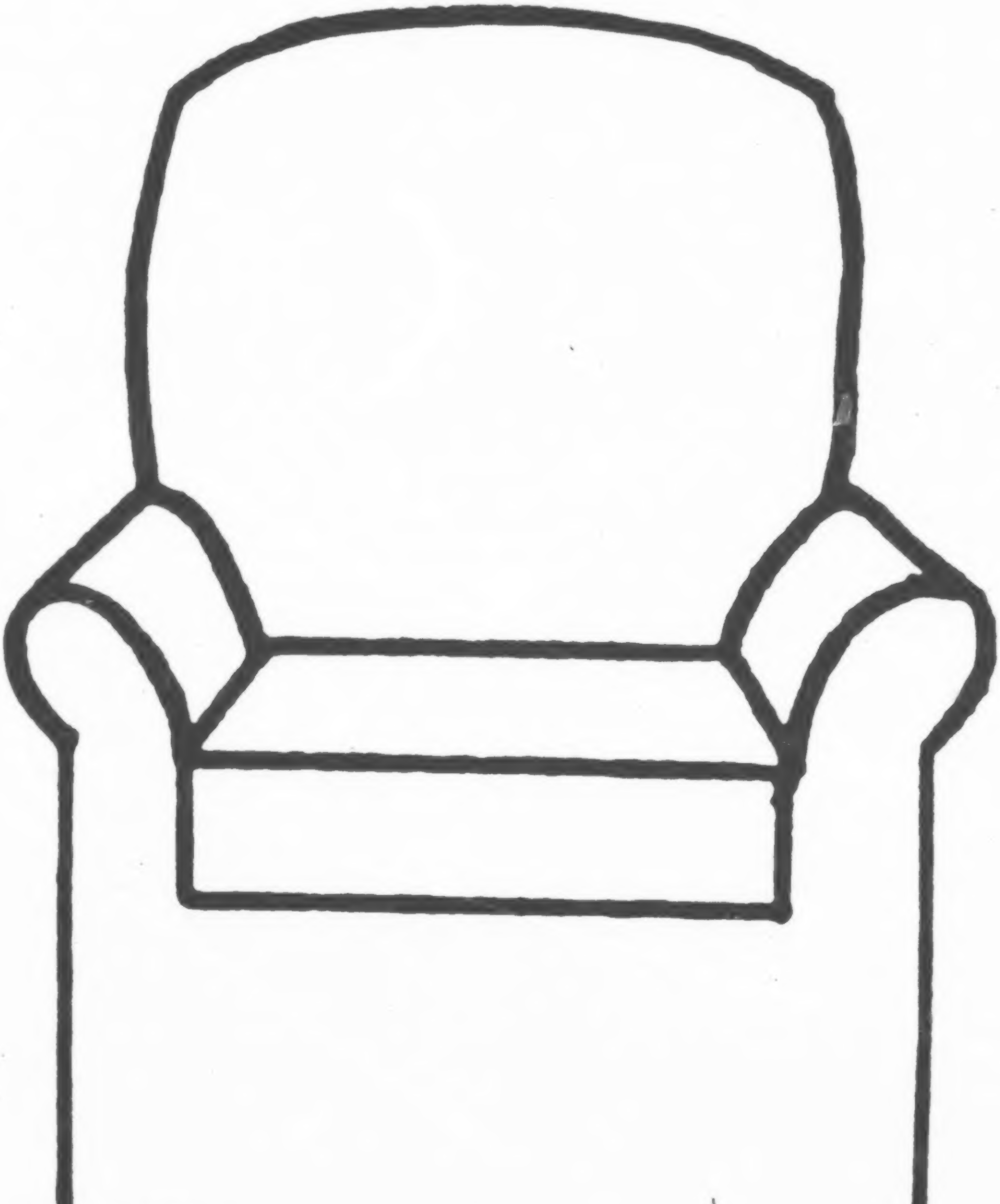


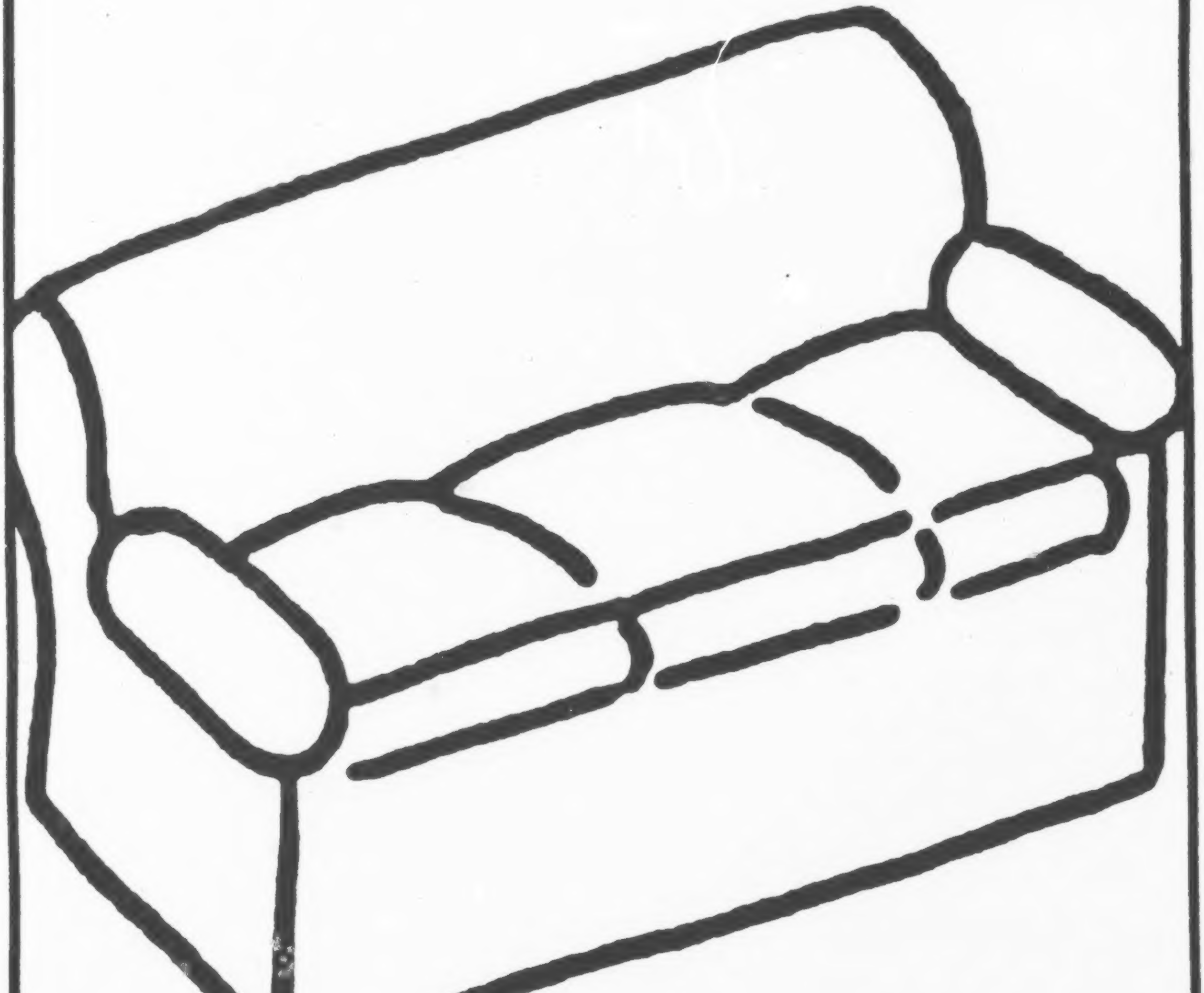


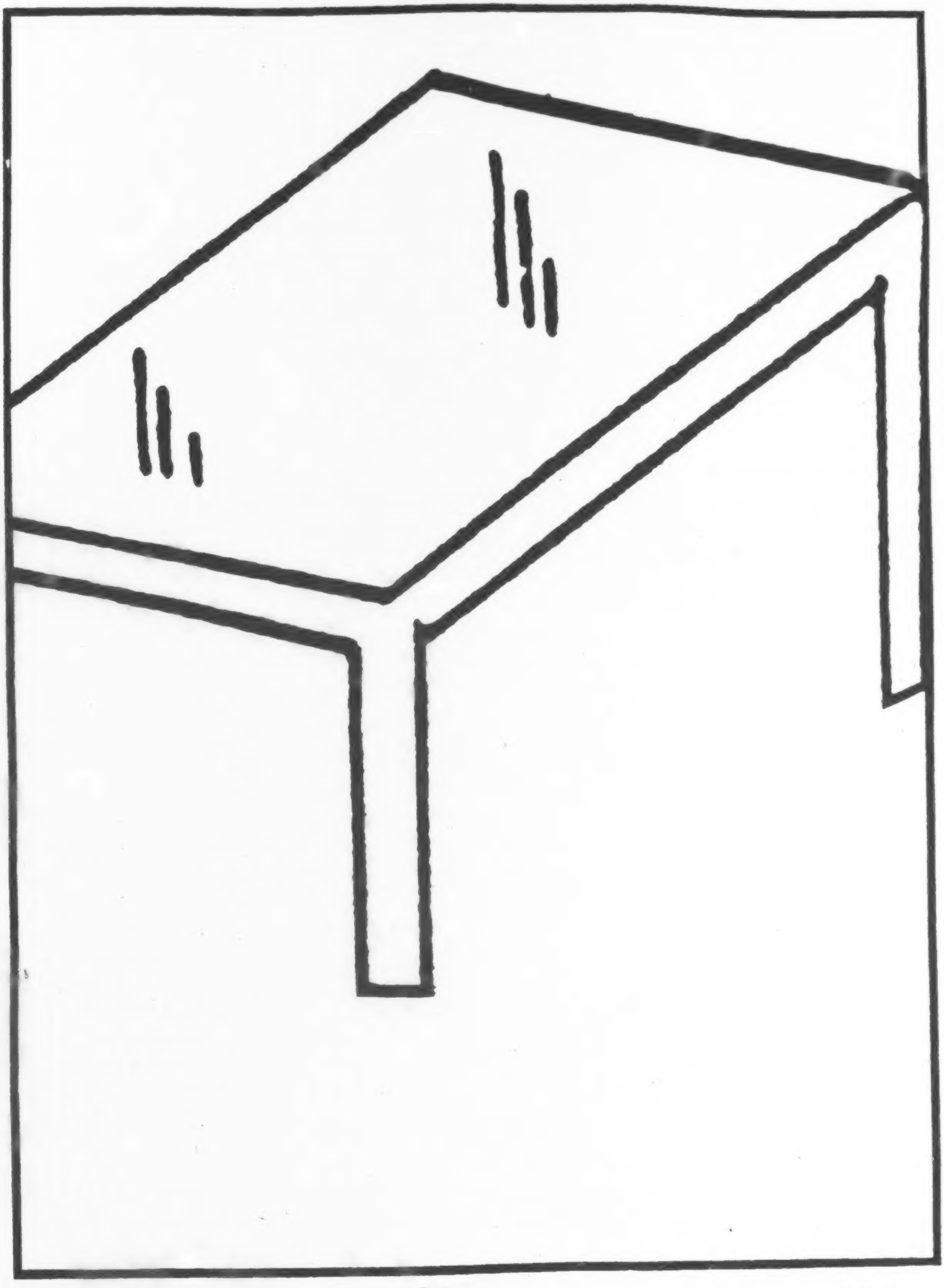


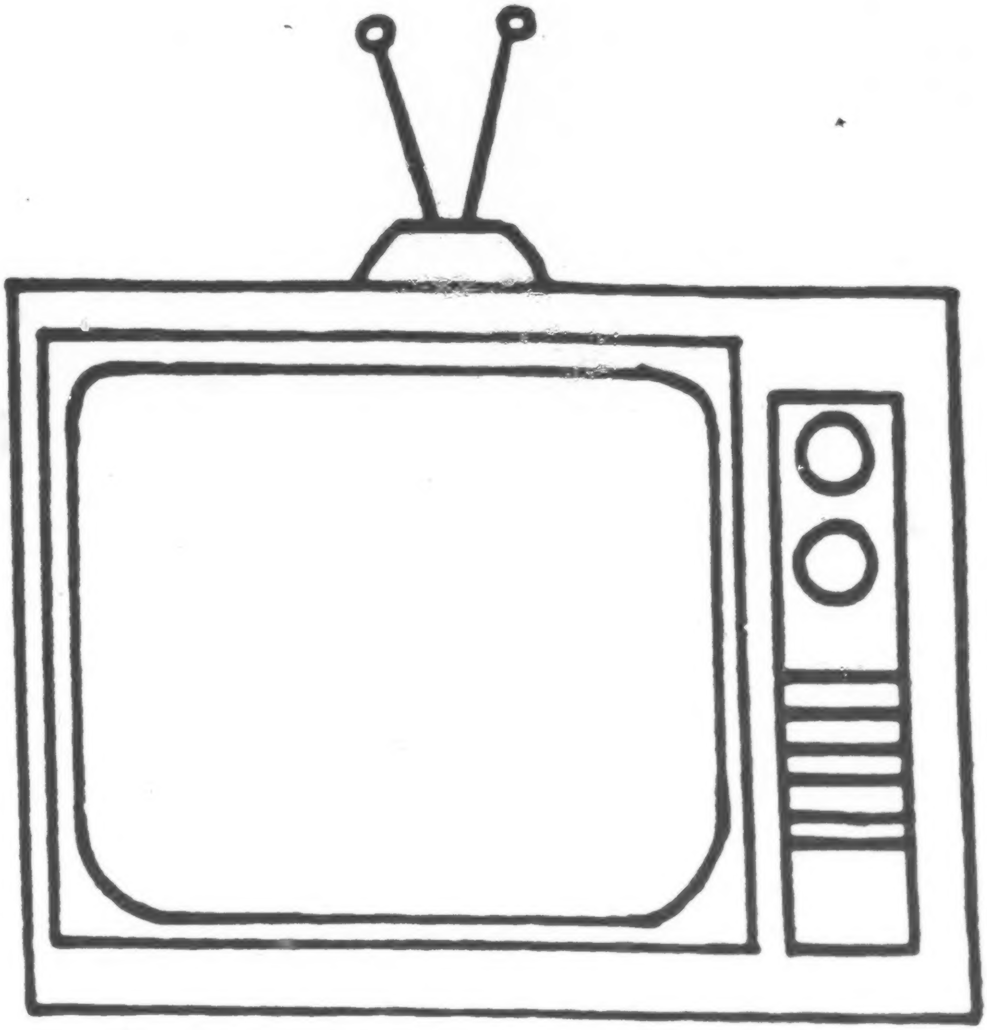


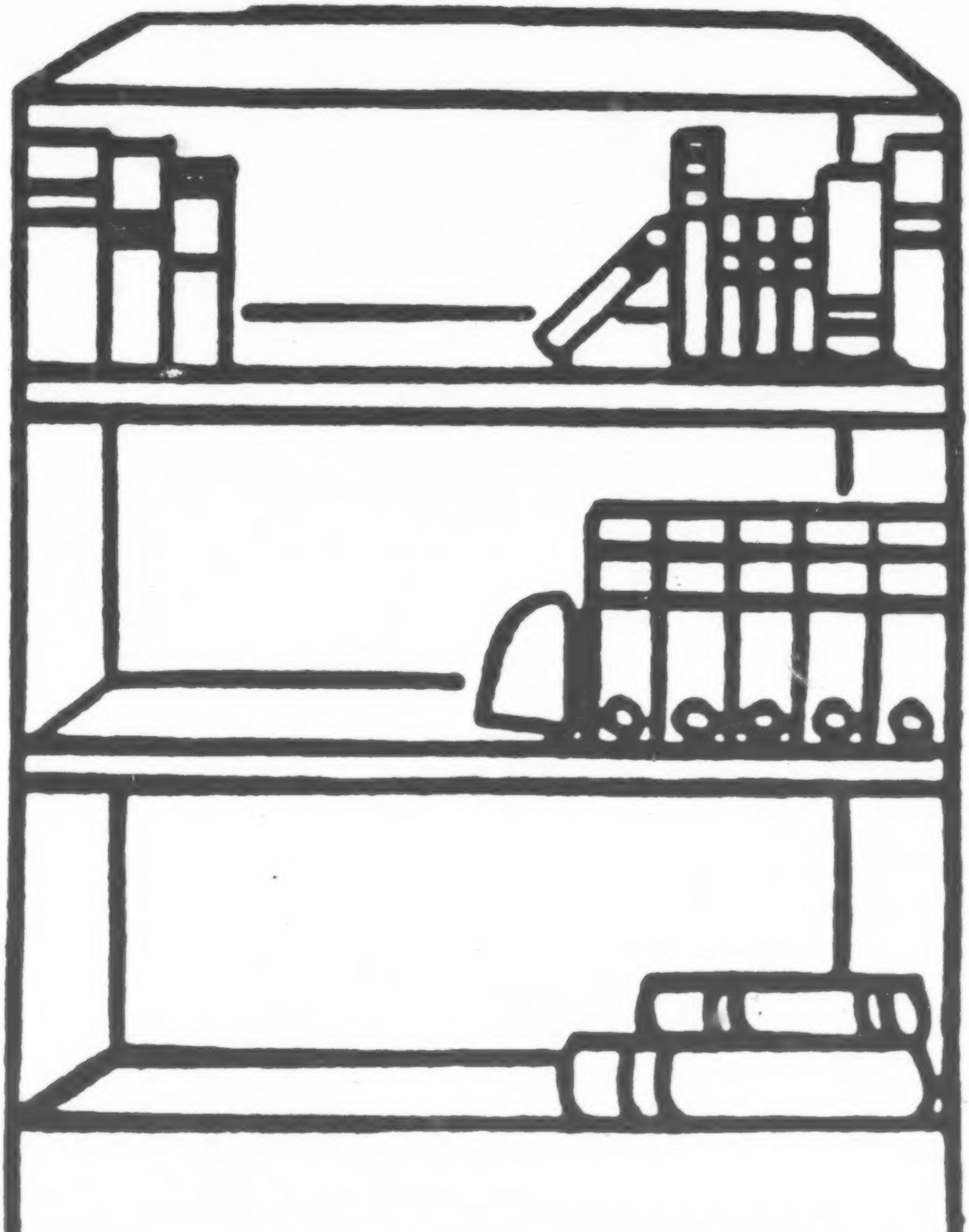


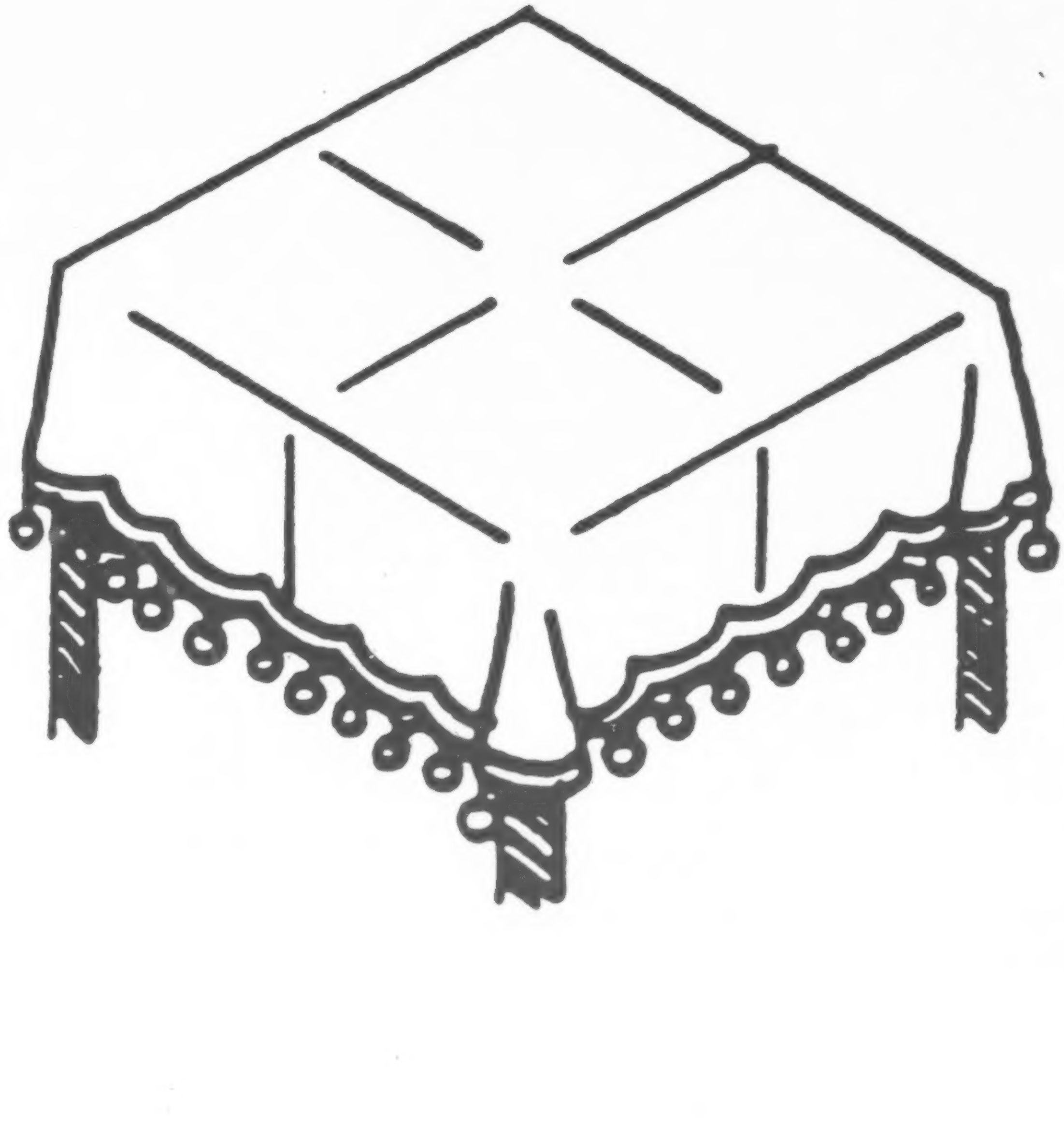


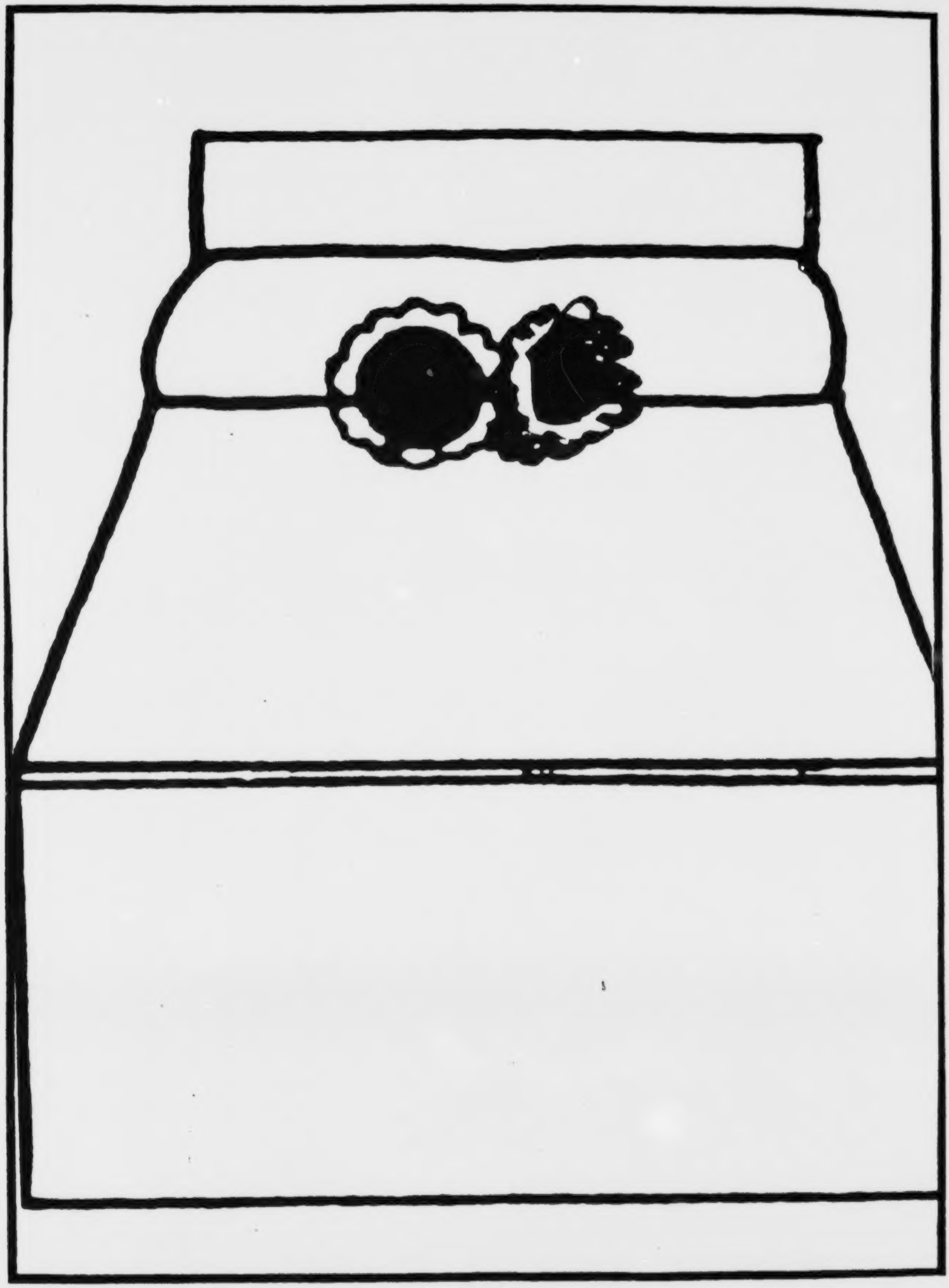


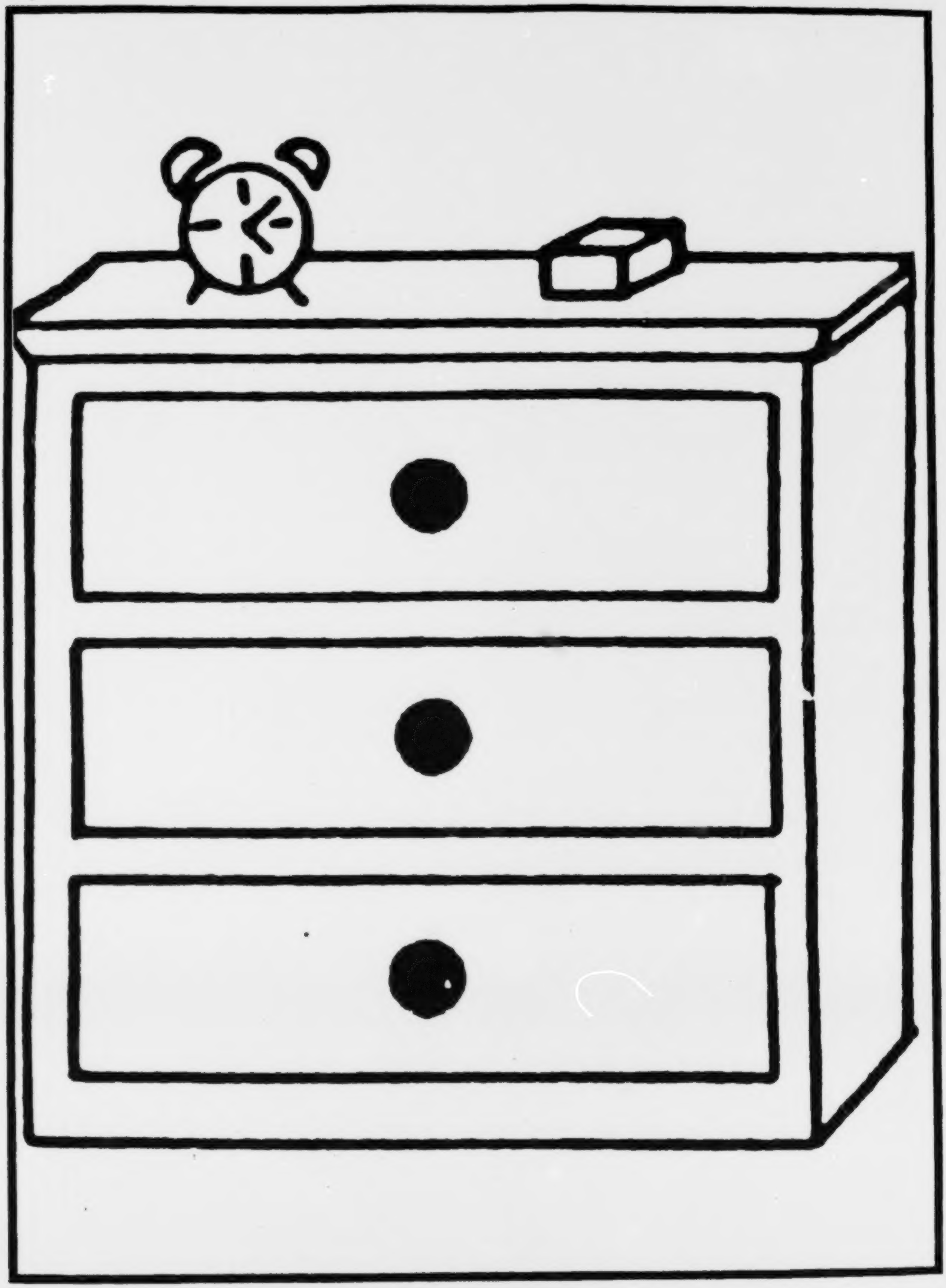


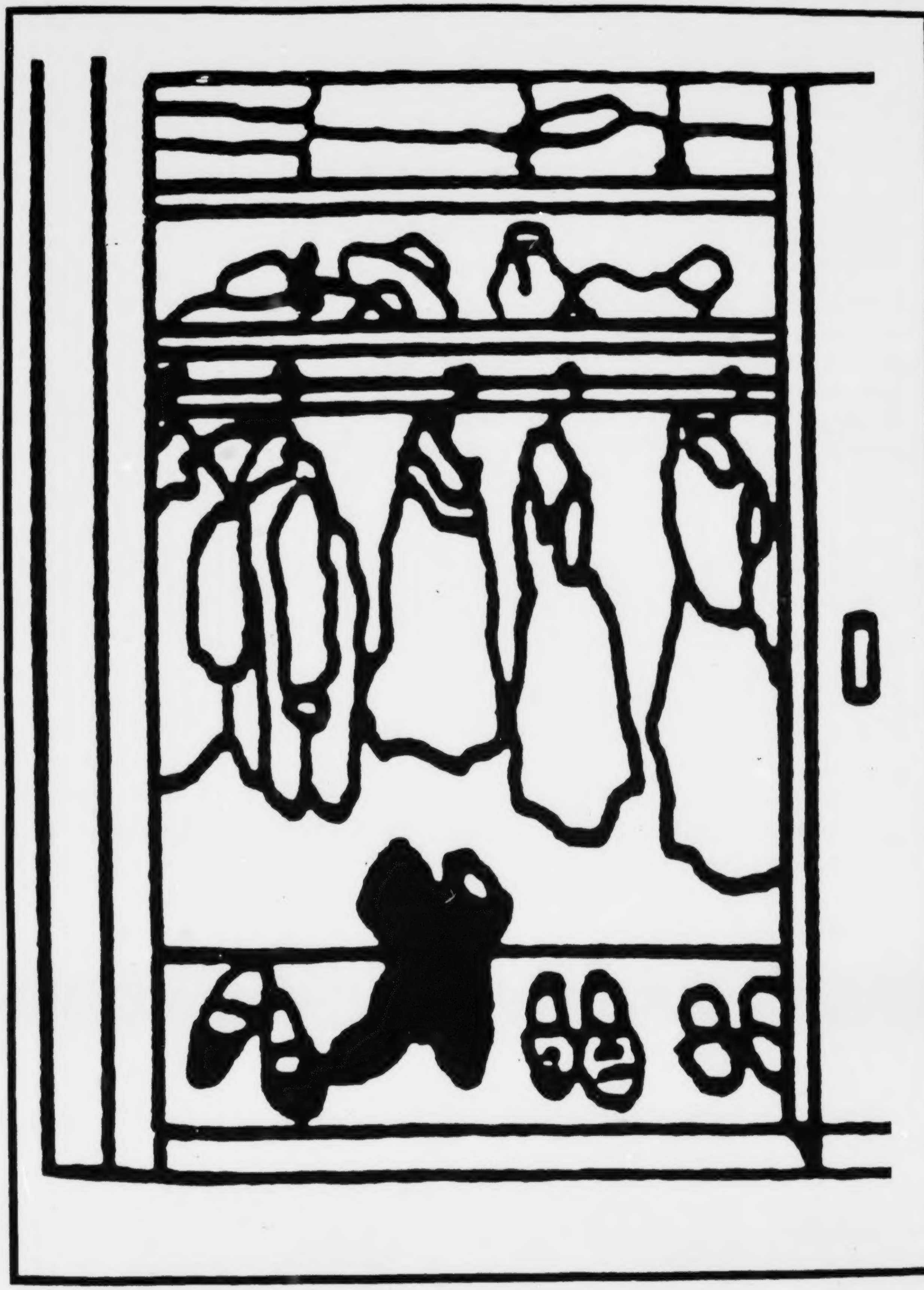


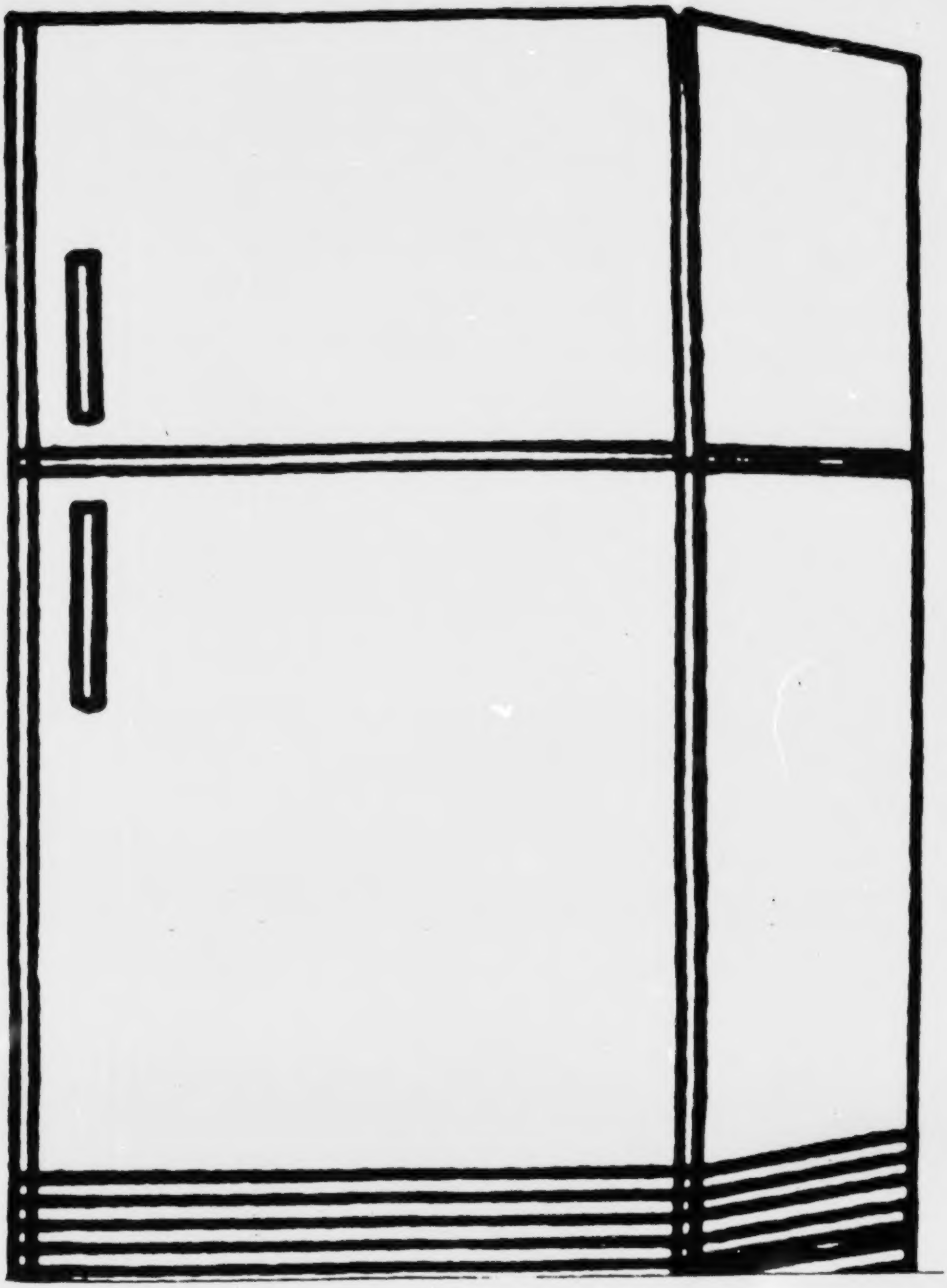


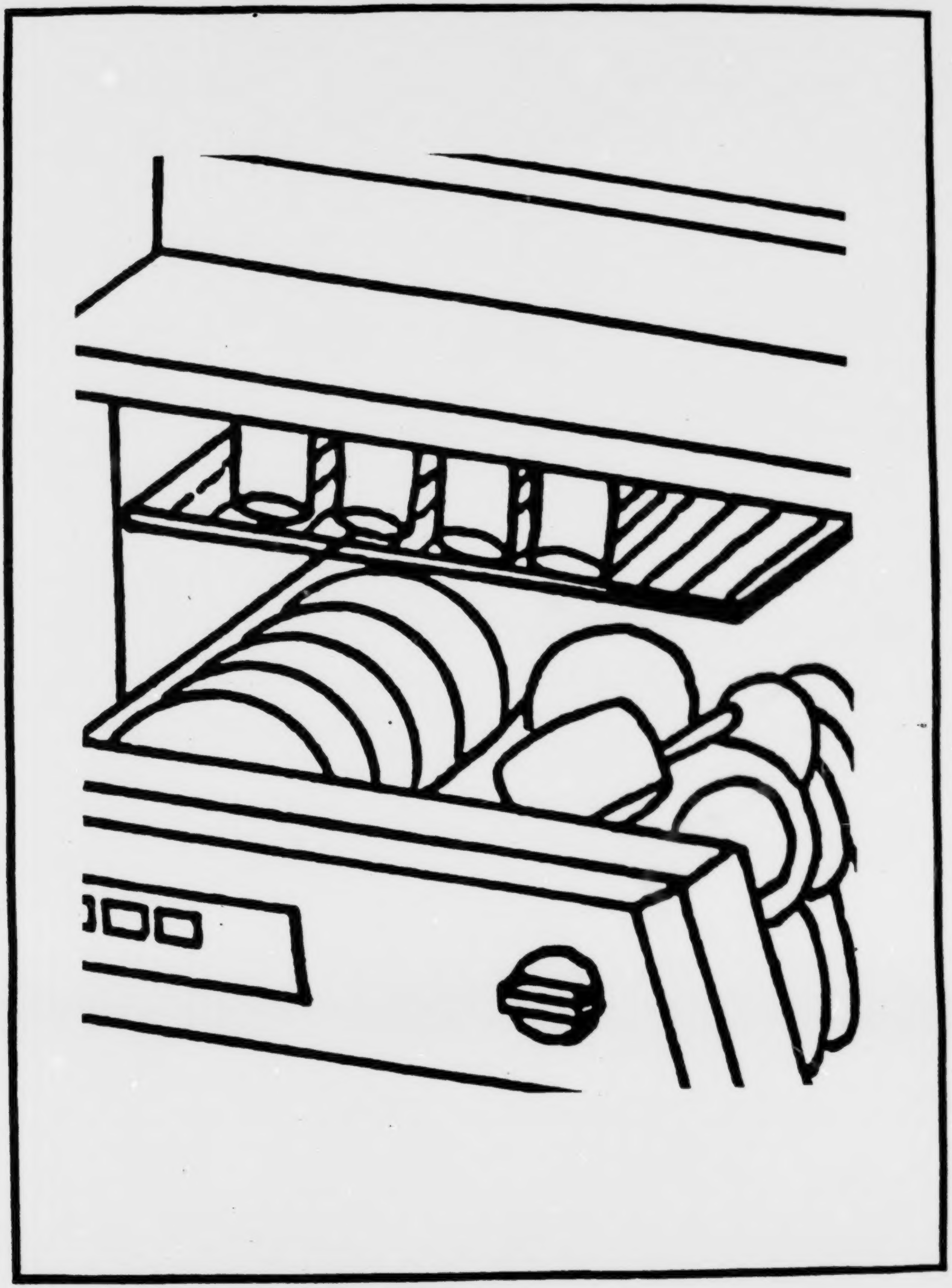




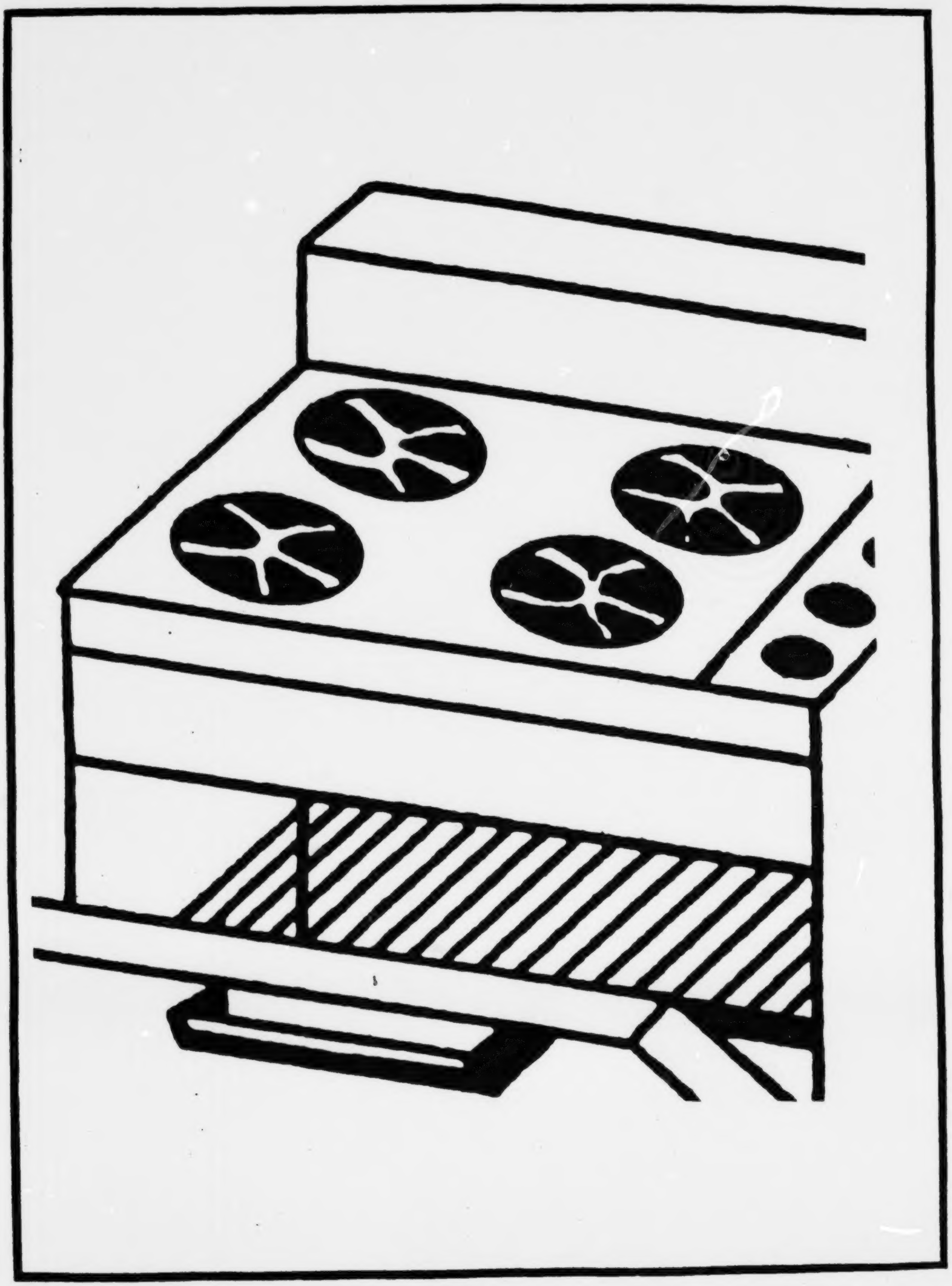


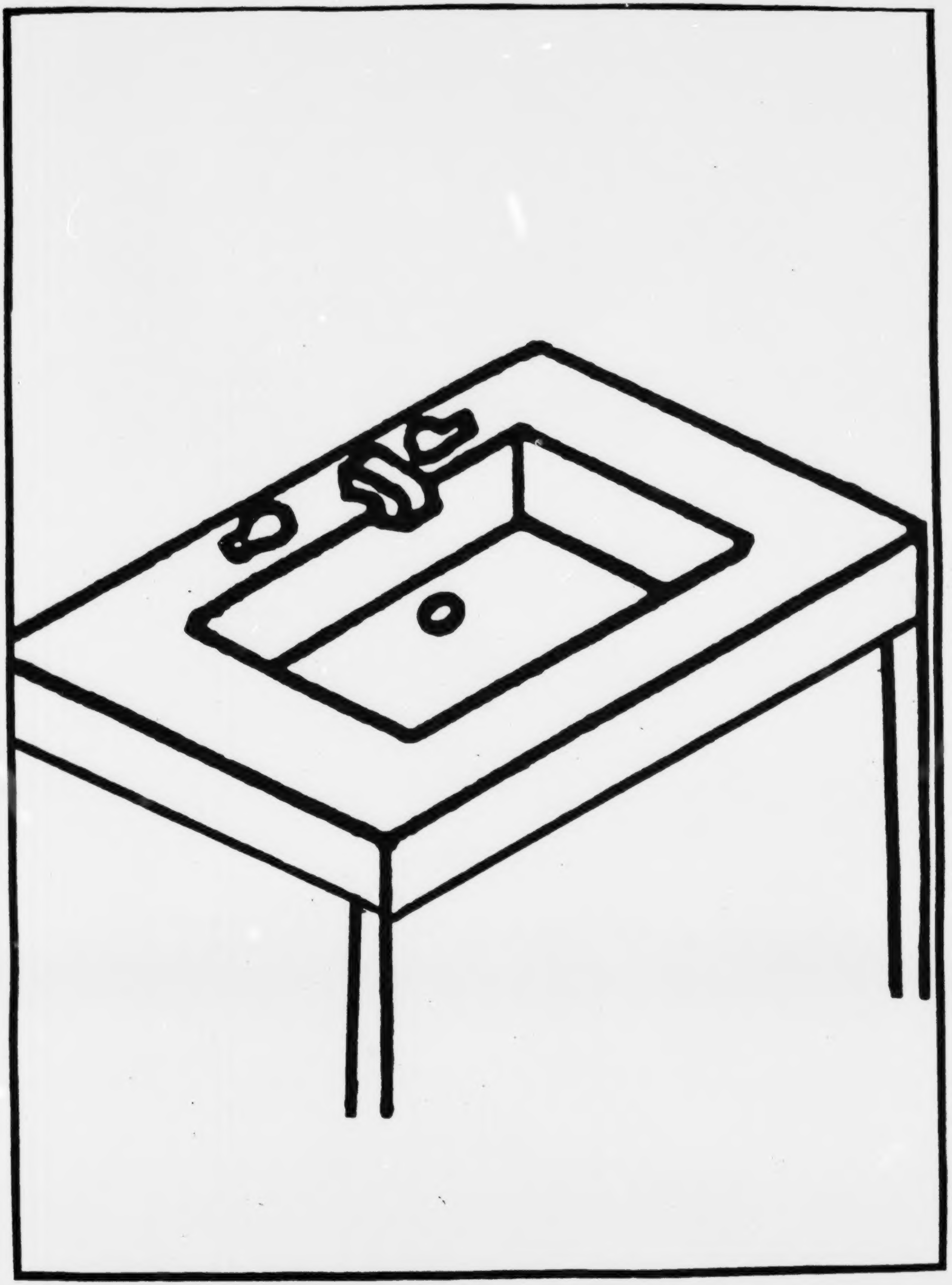


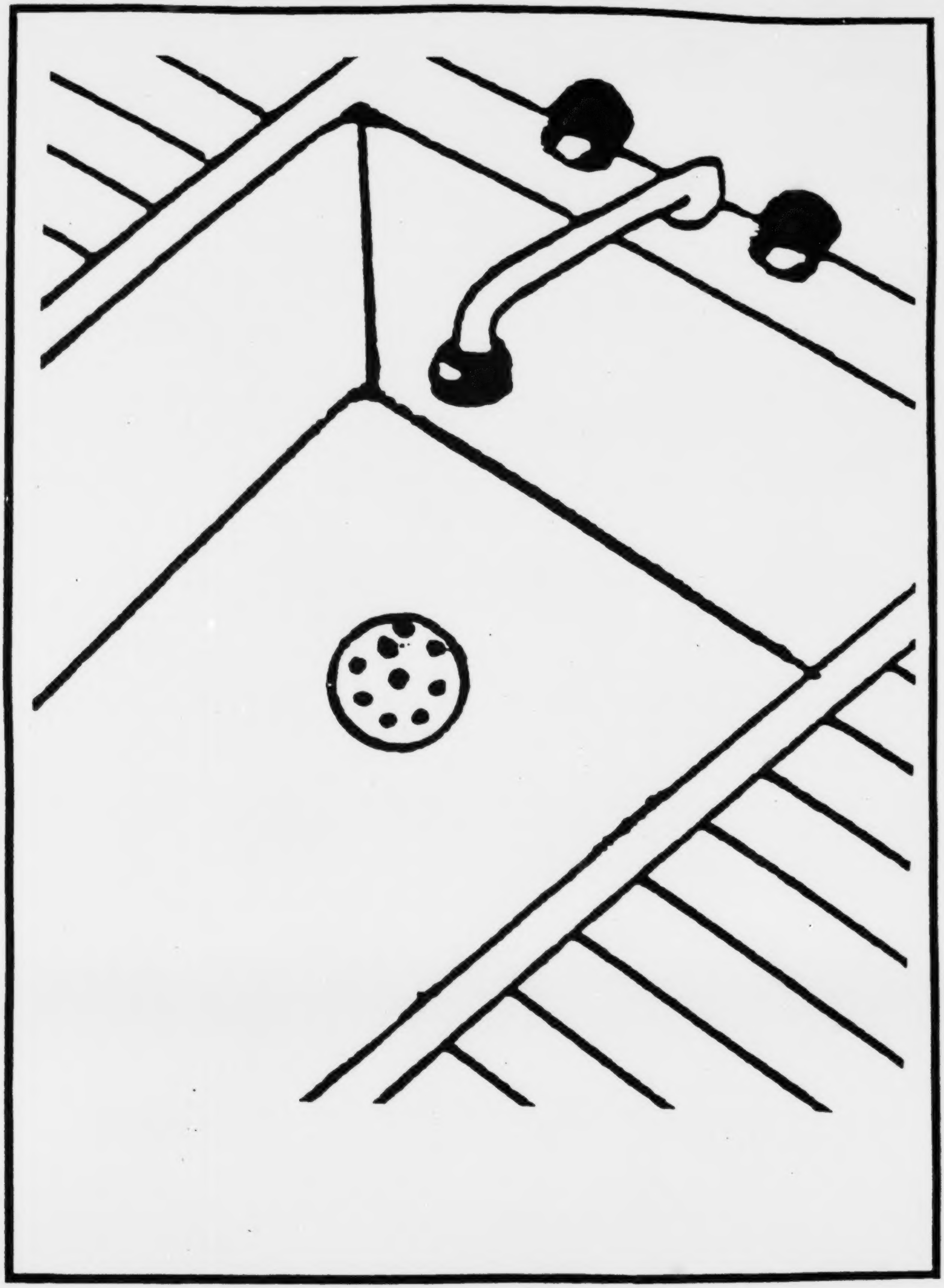


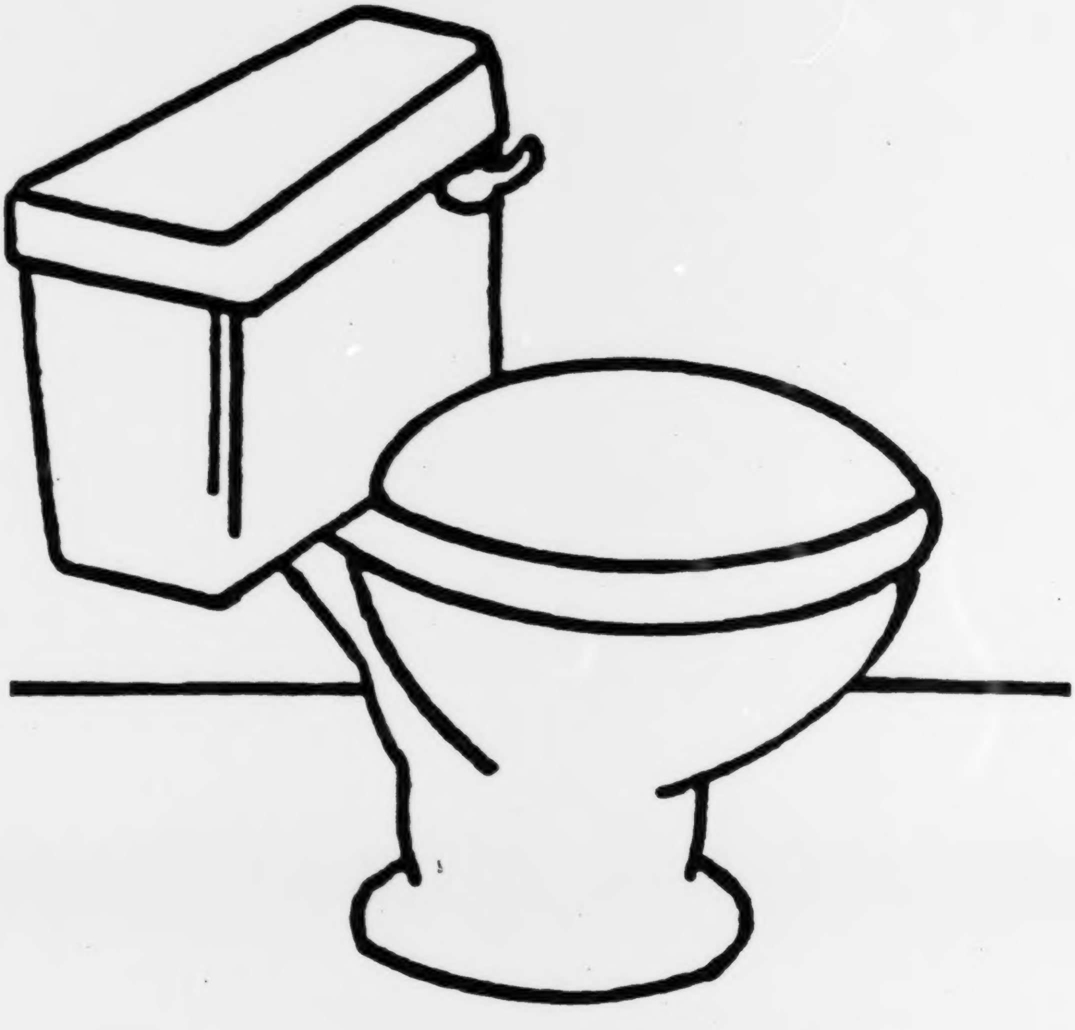


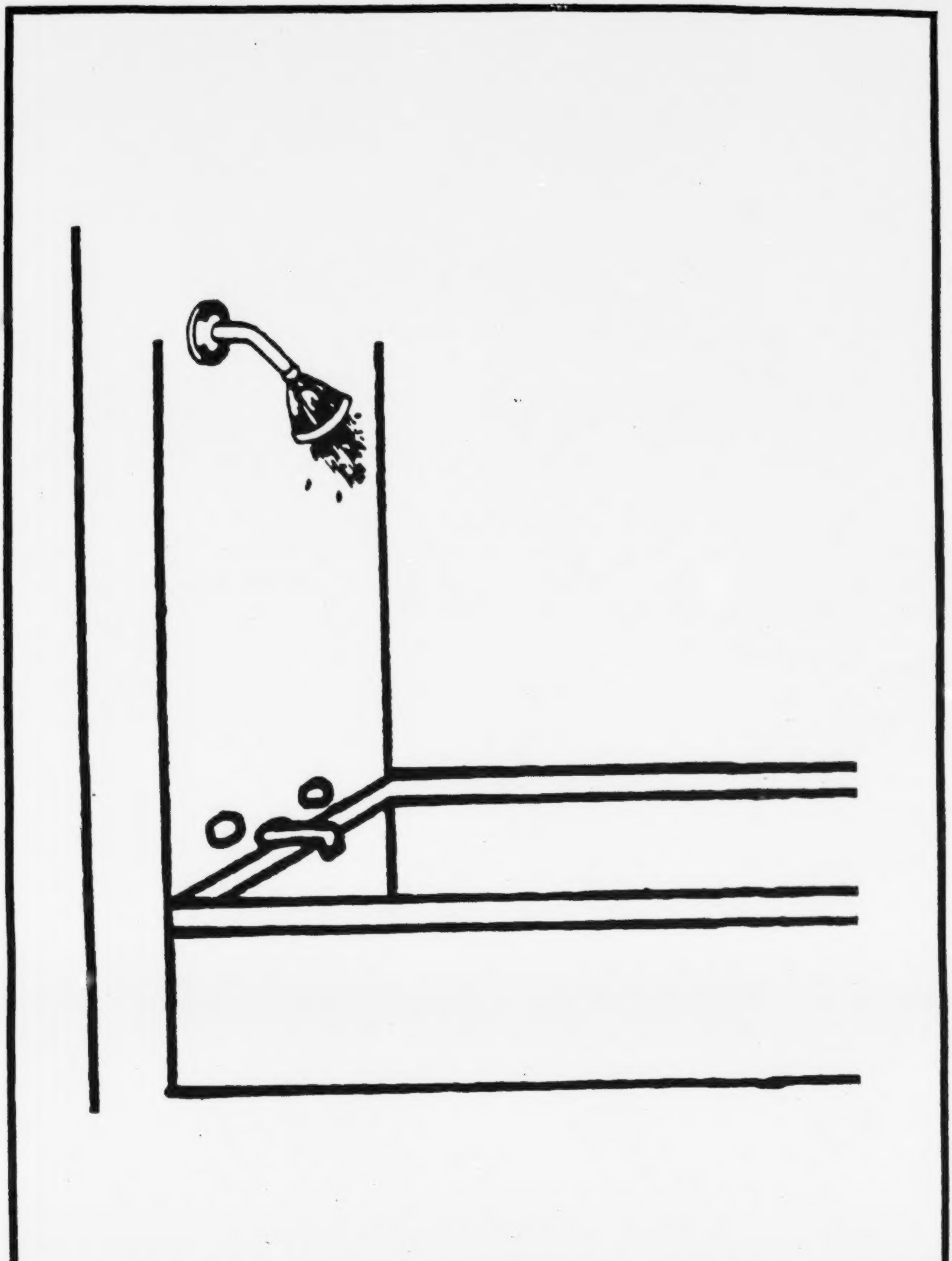
HO 1

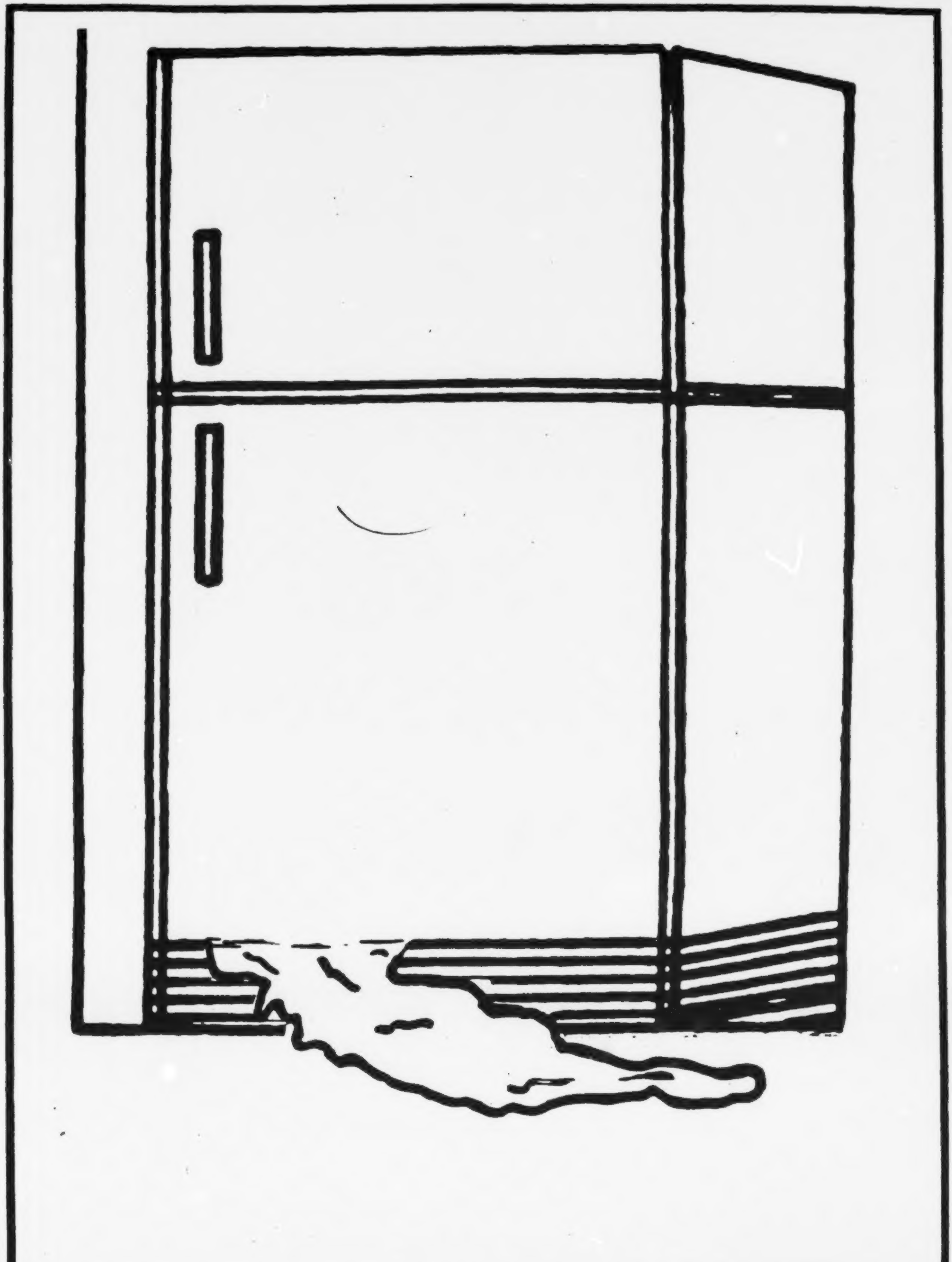


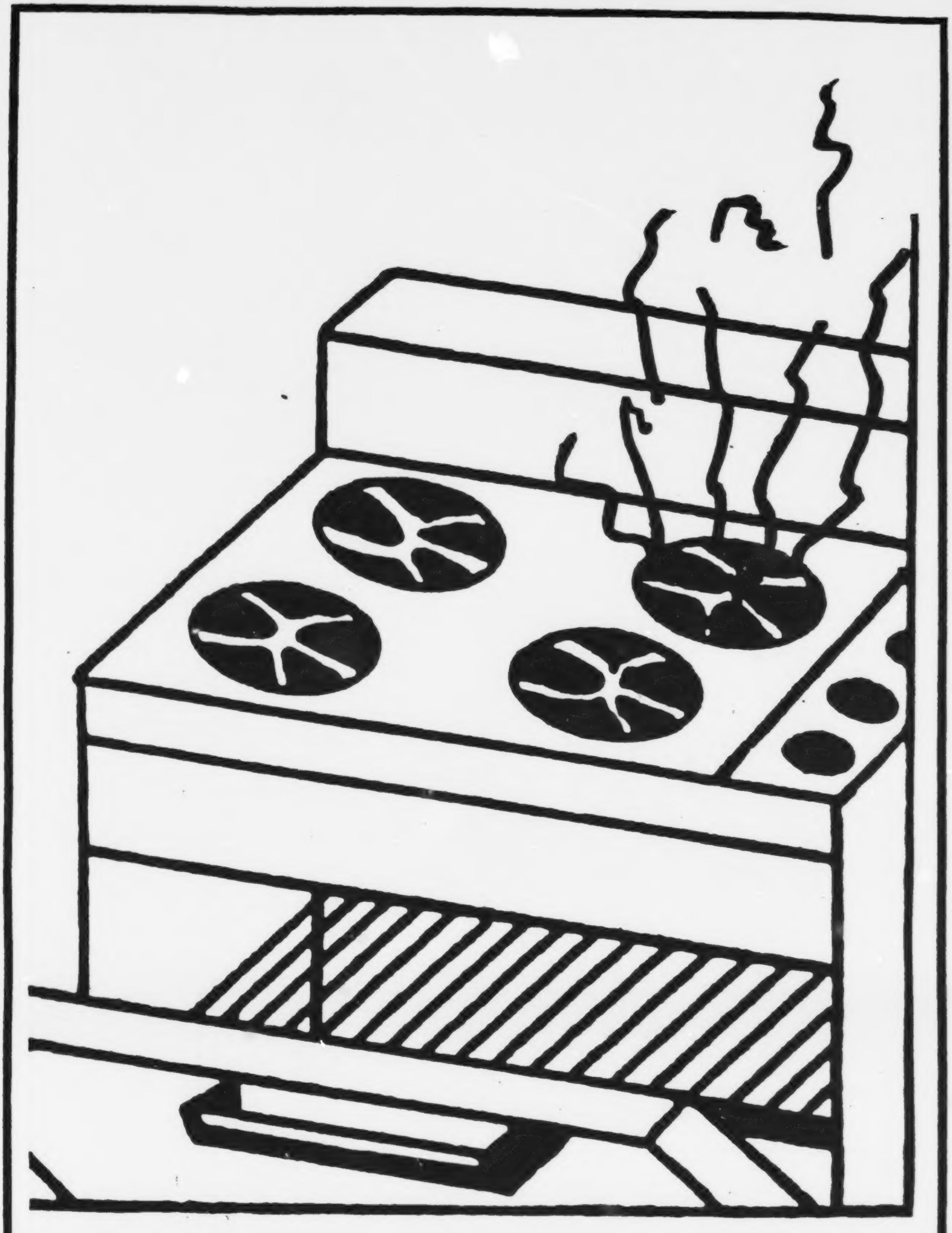


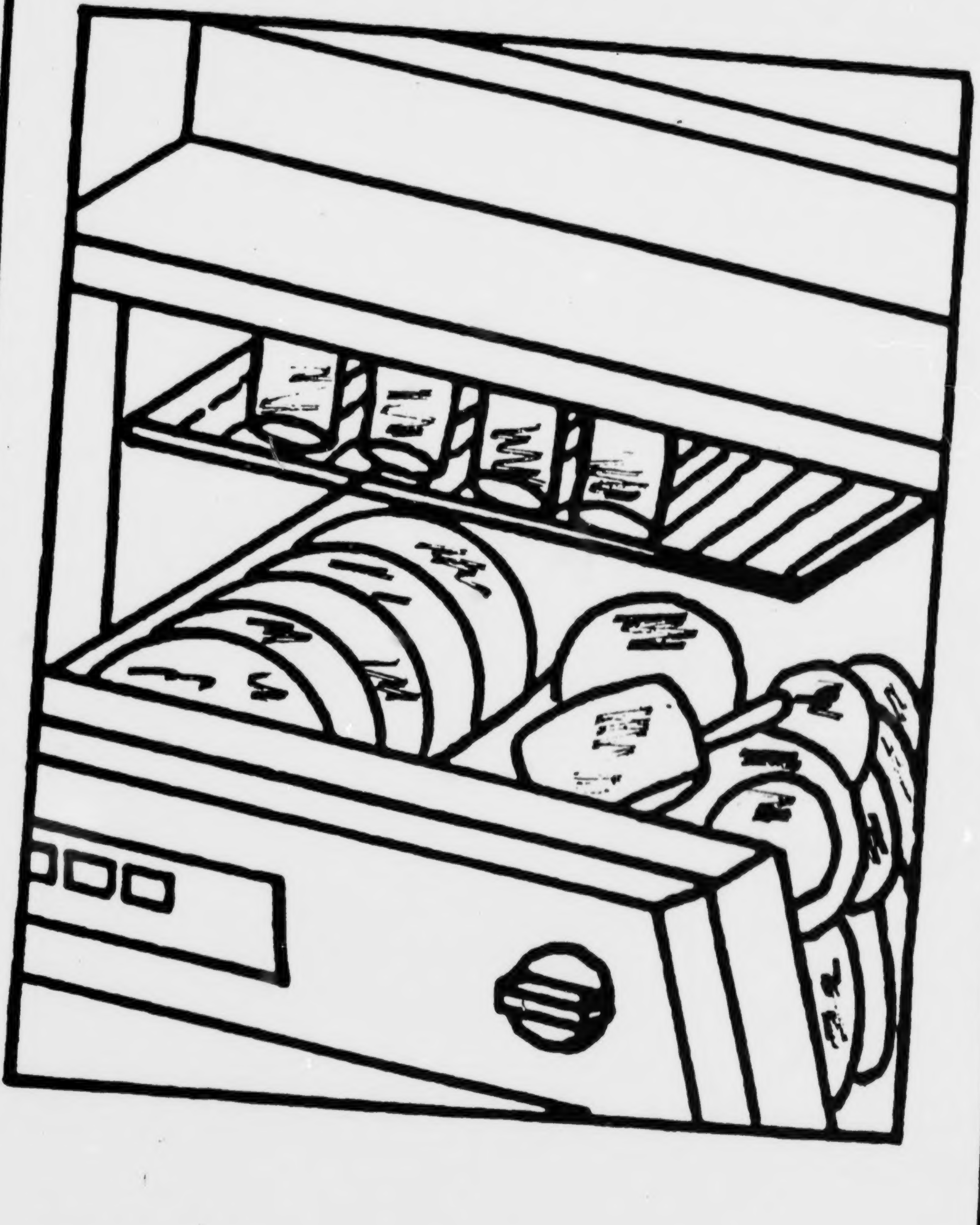


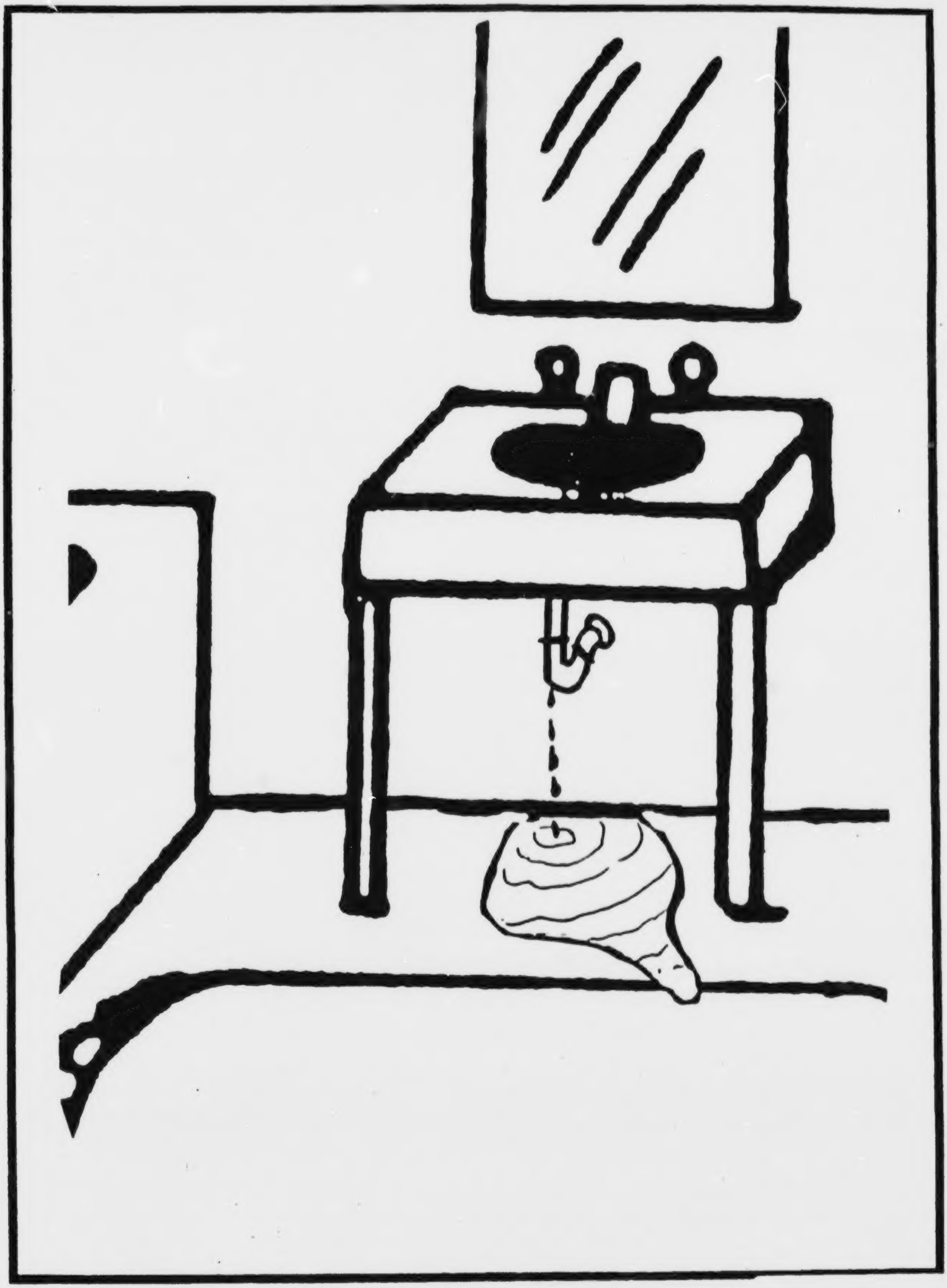


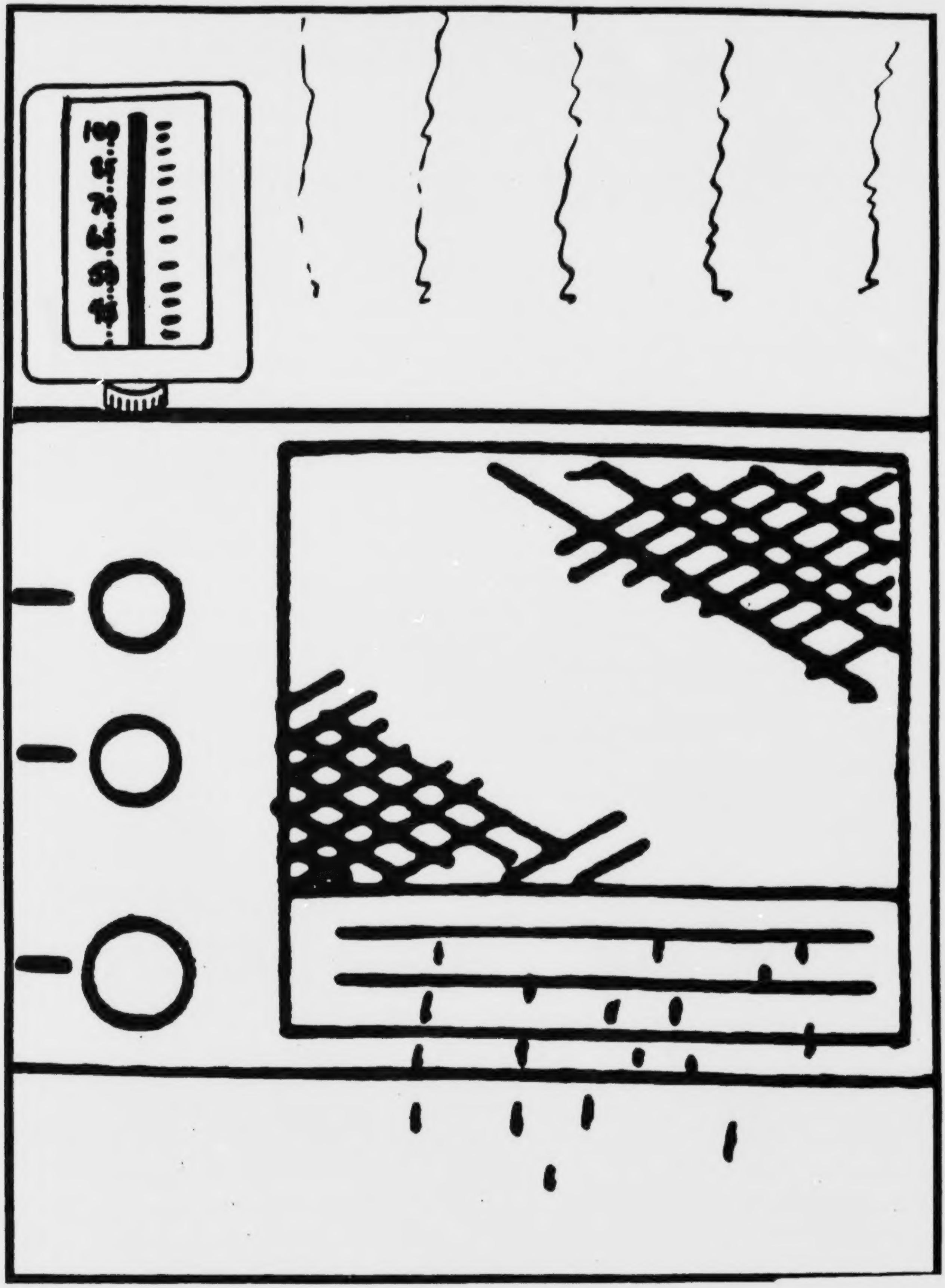


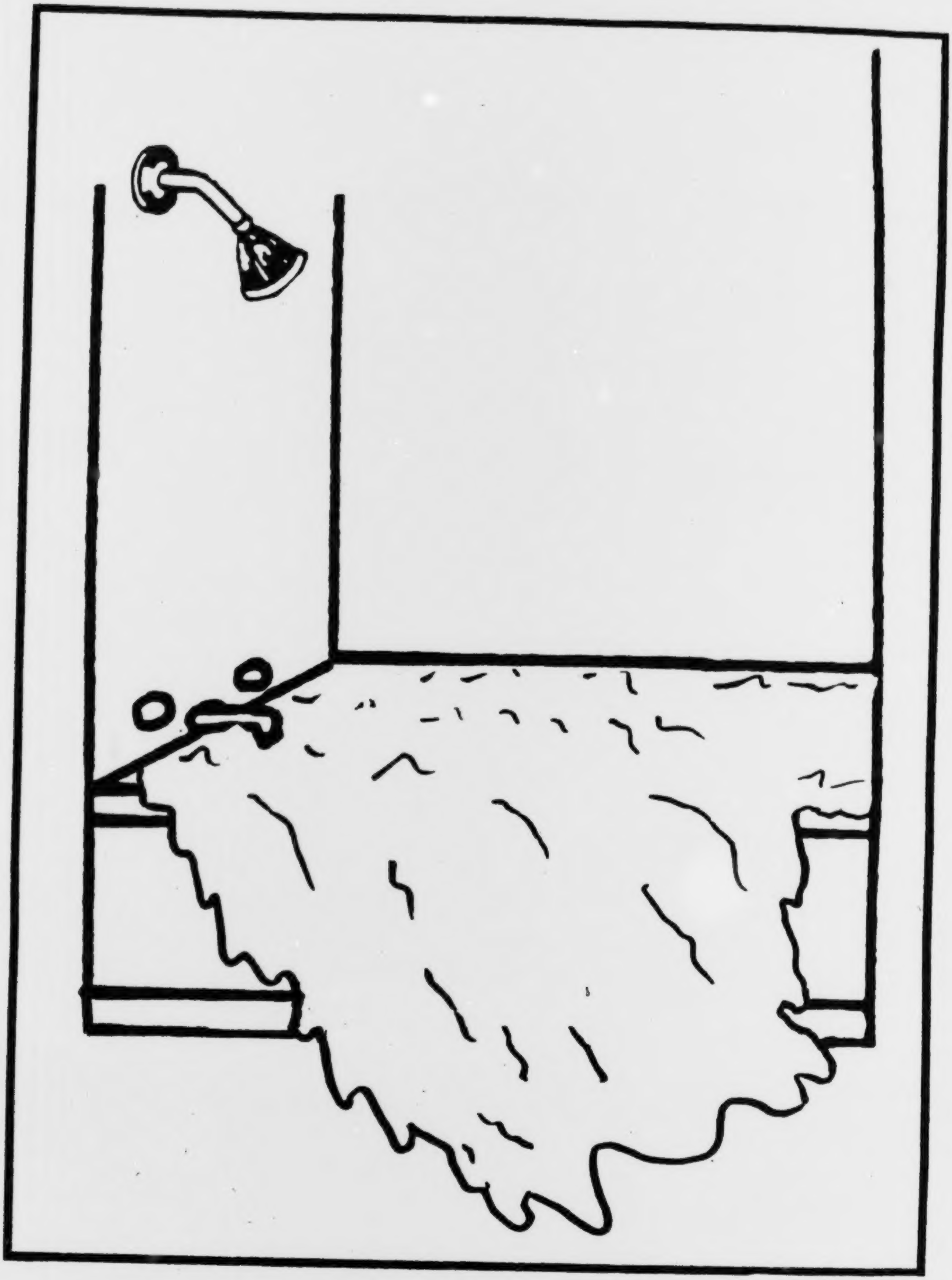


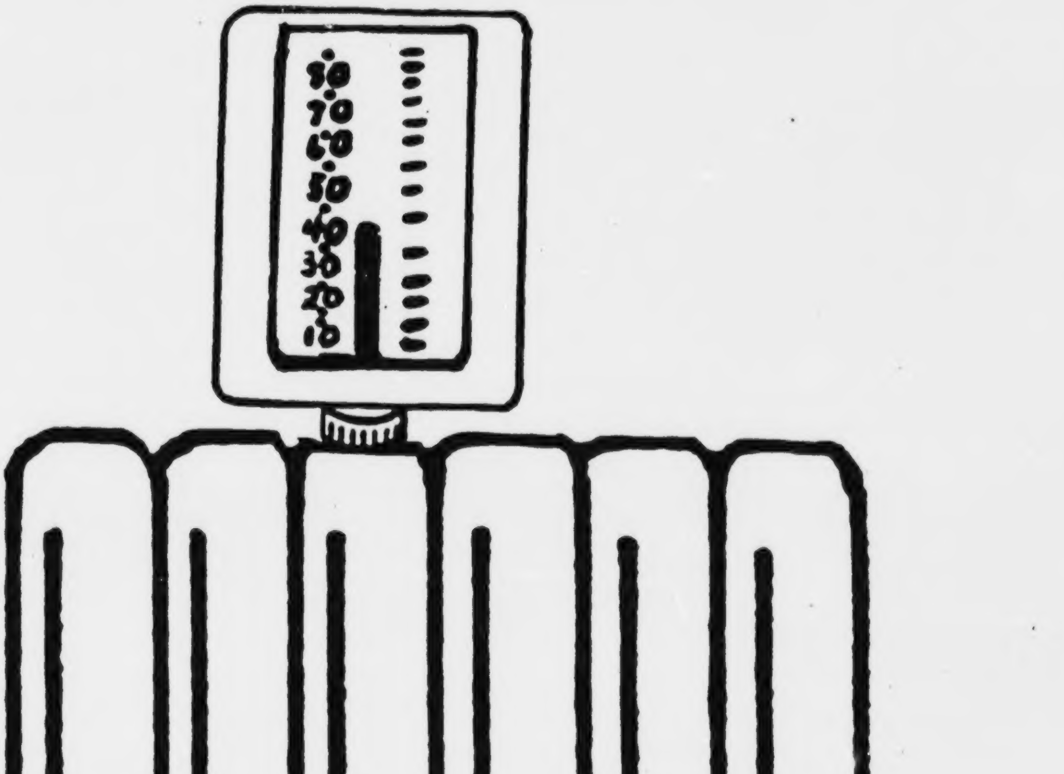








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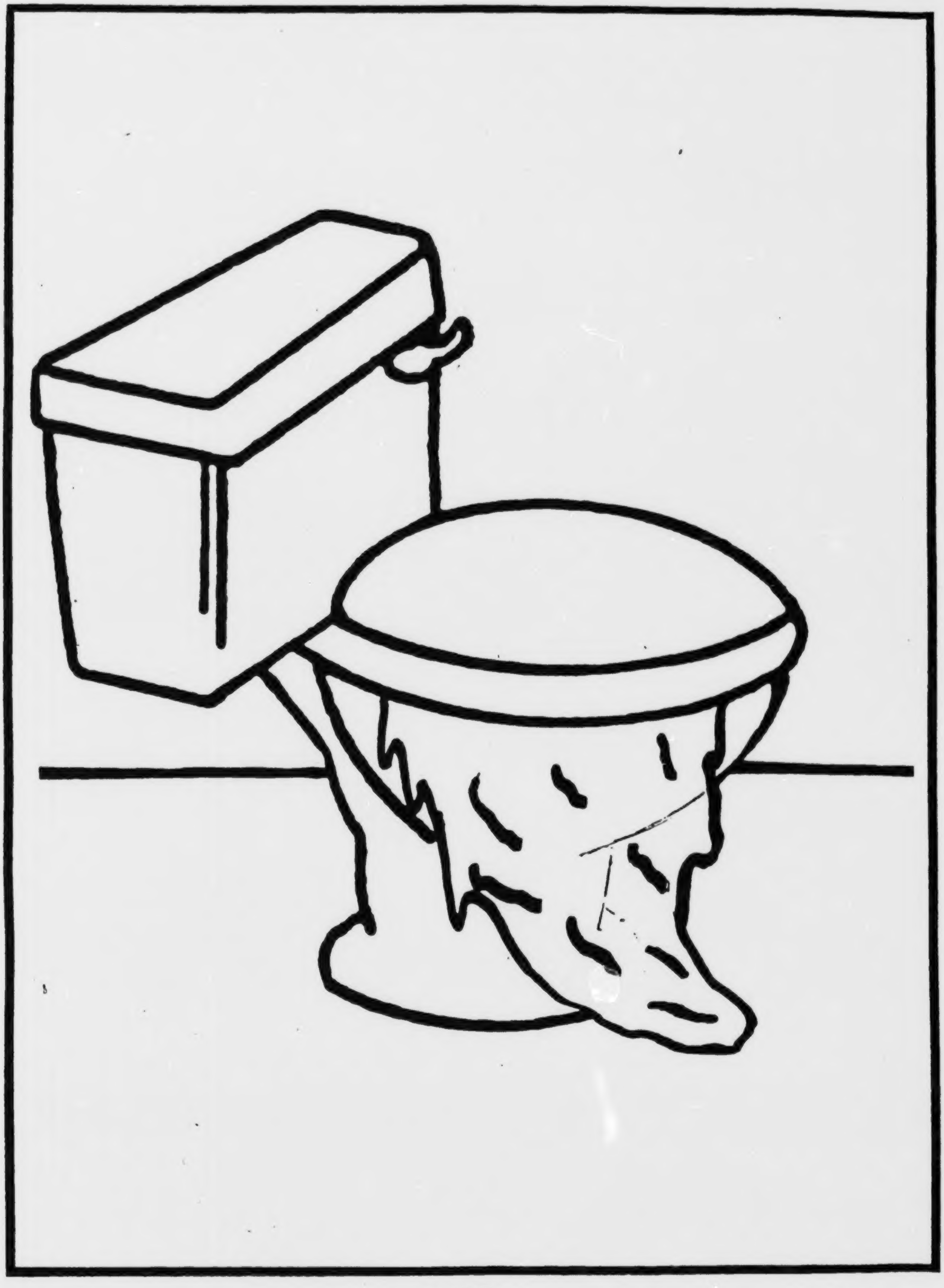

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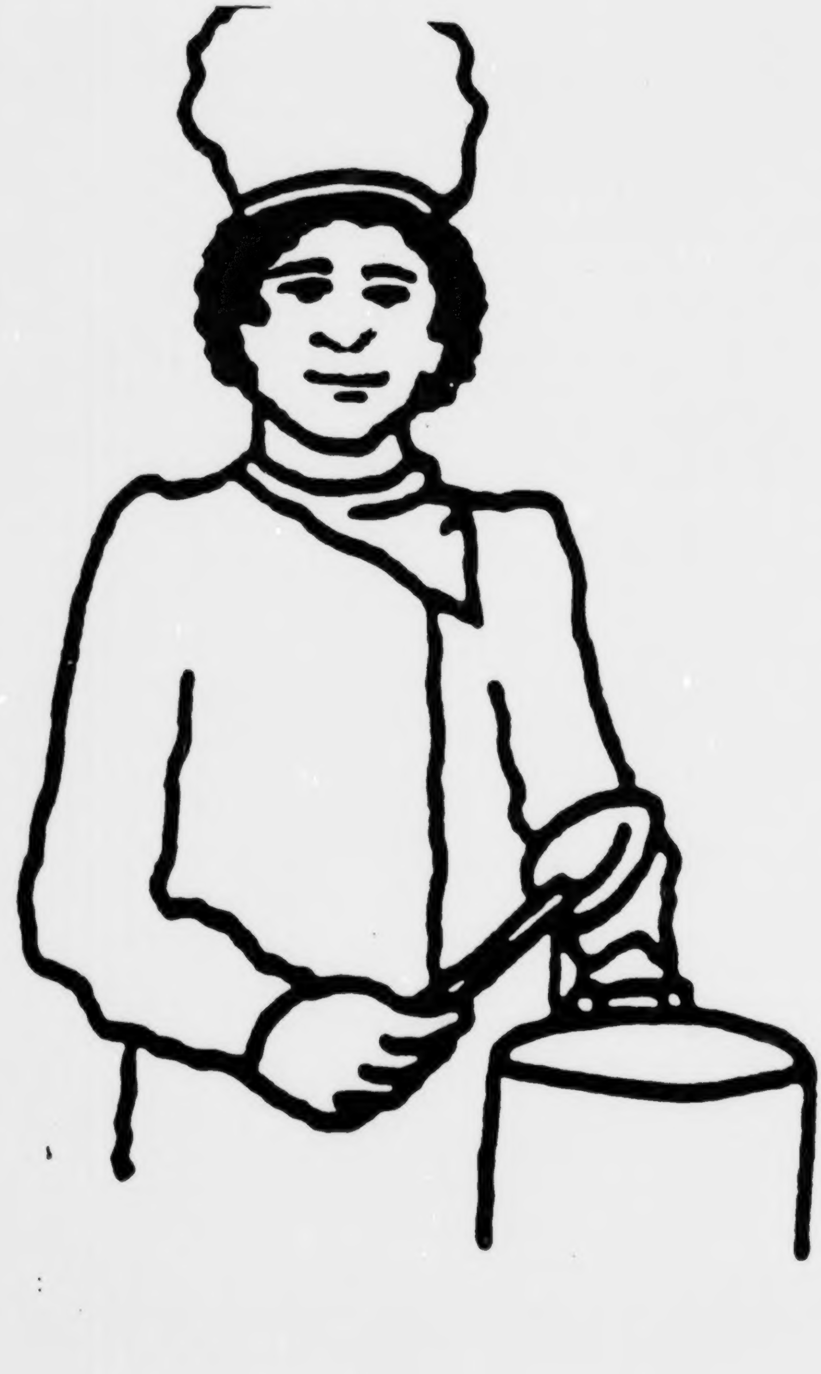

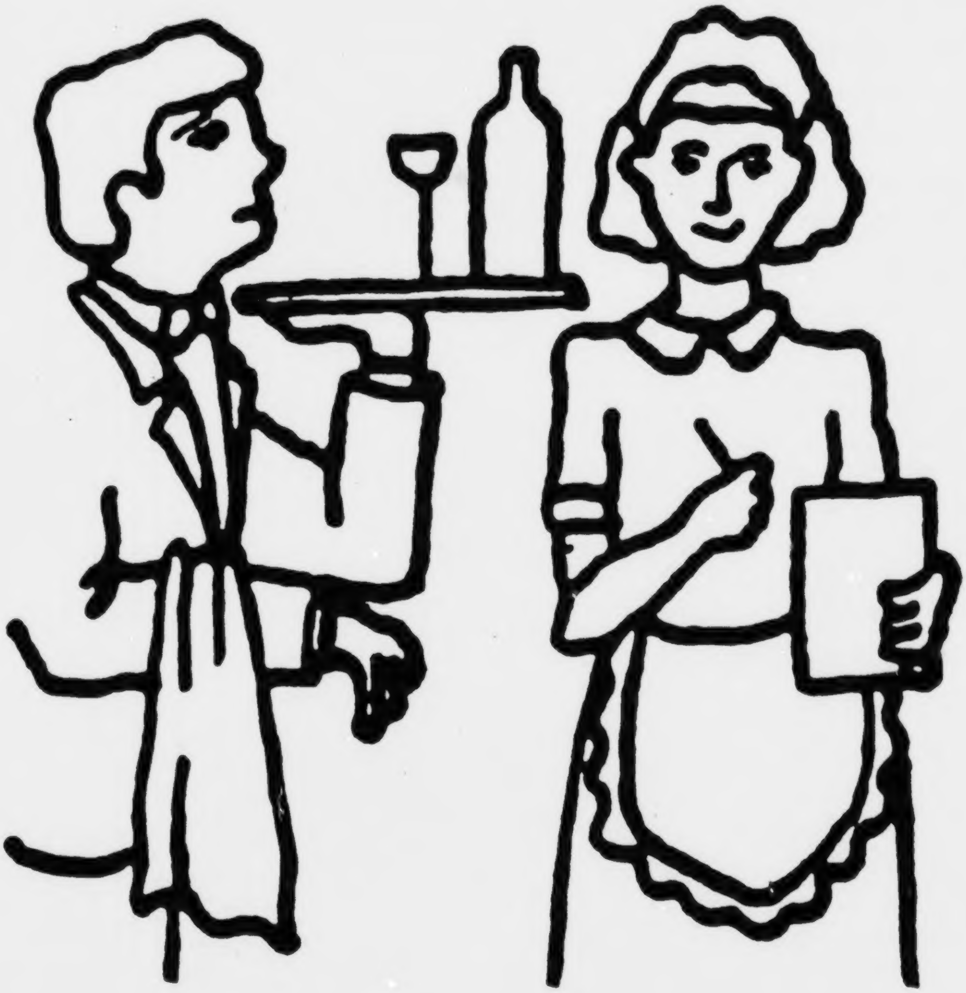

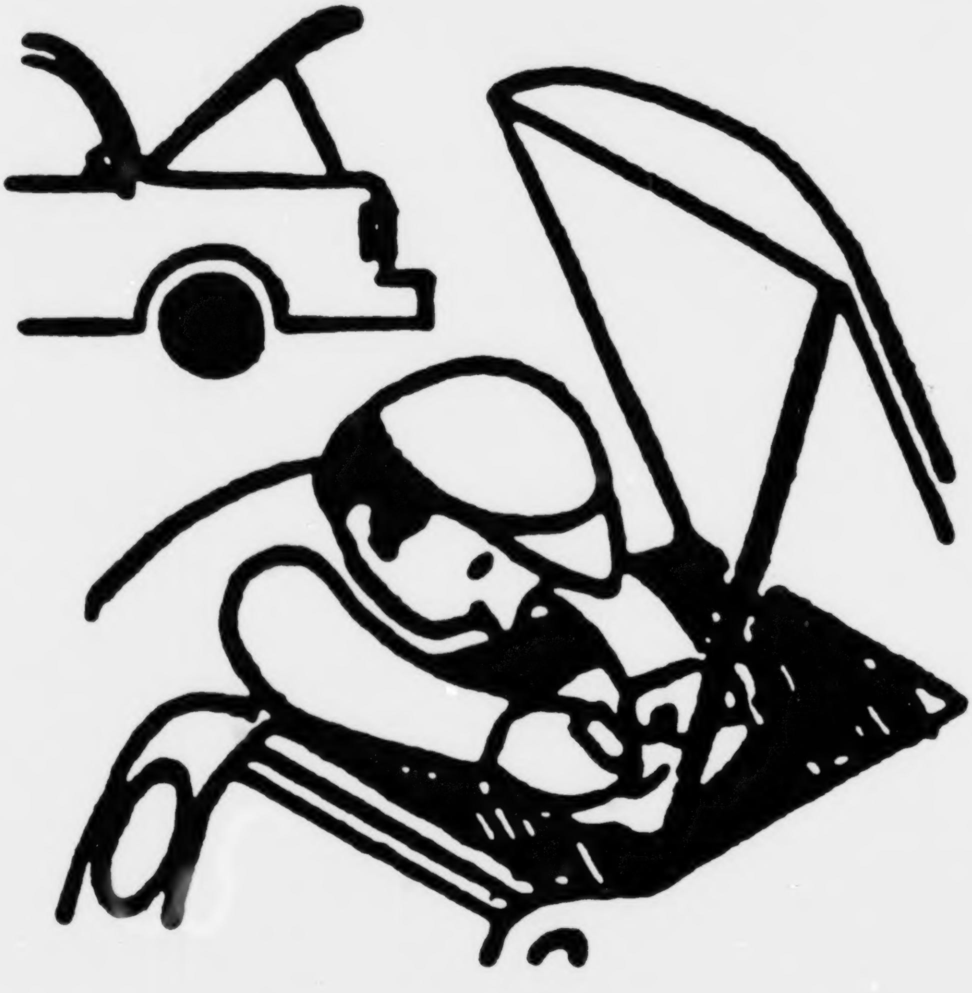

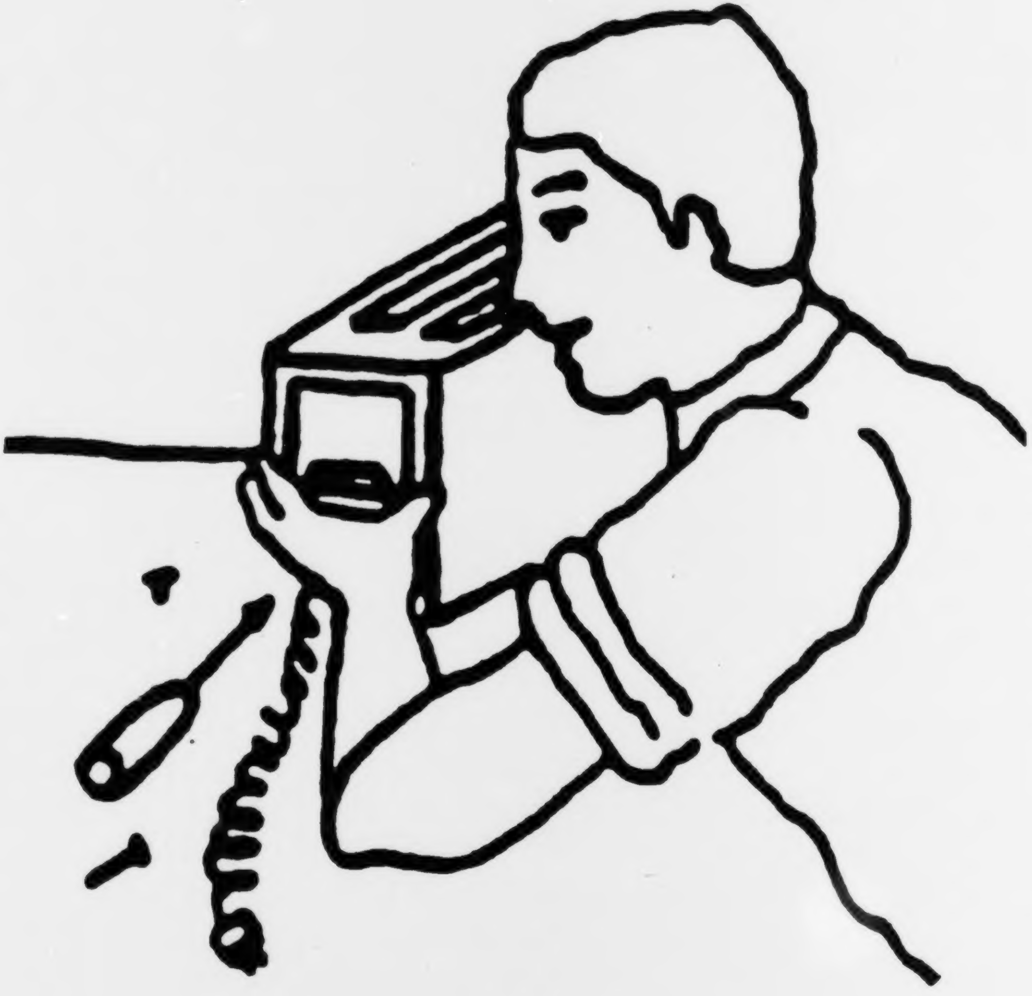

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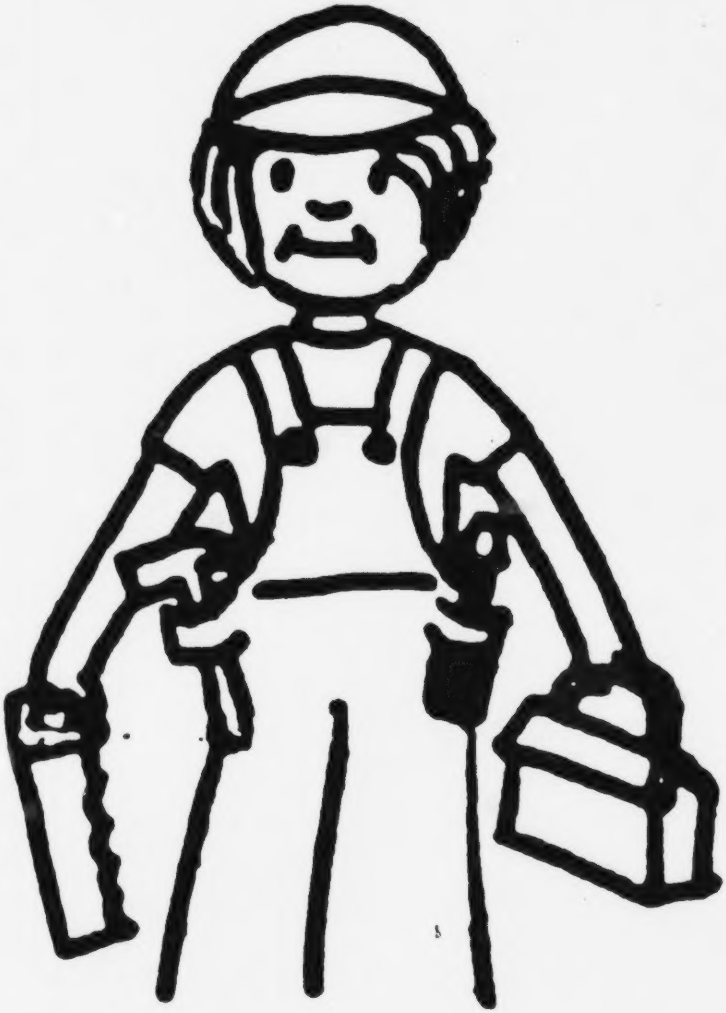

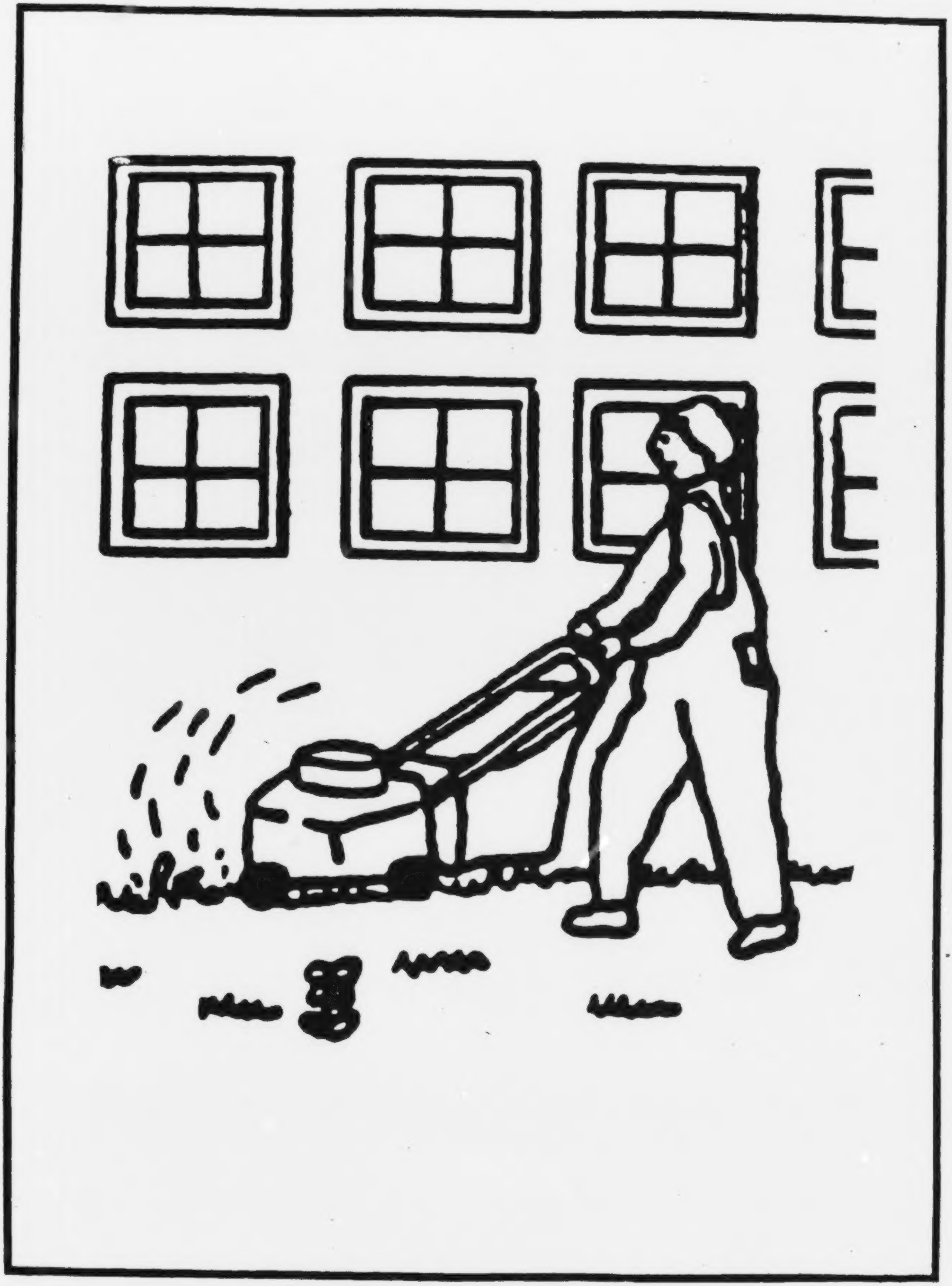

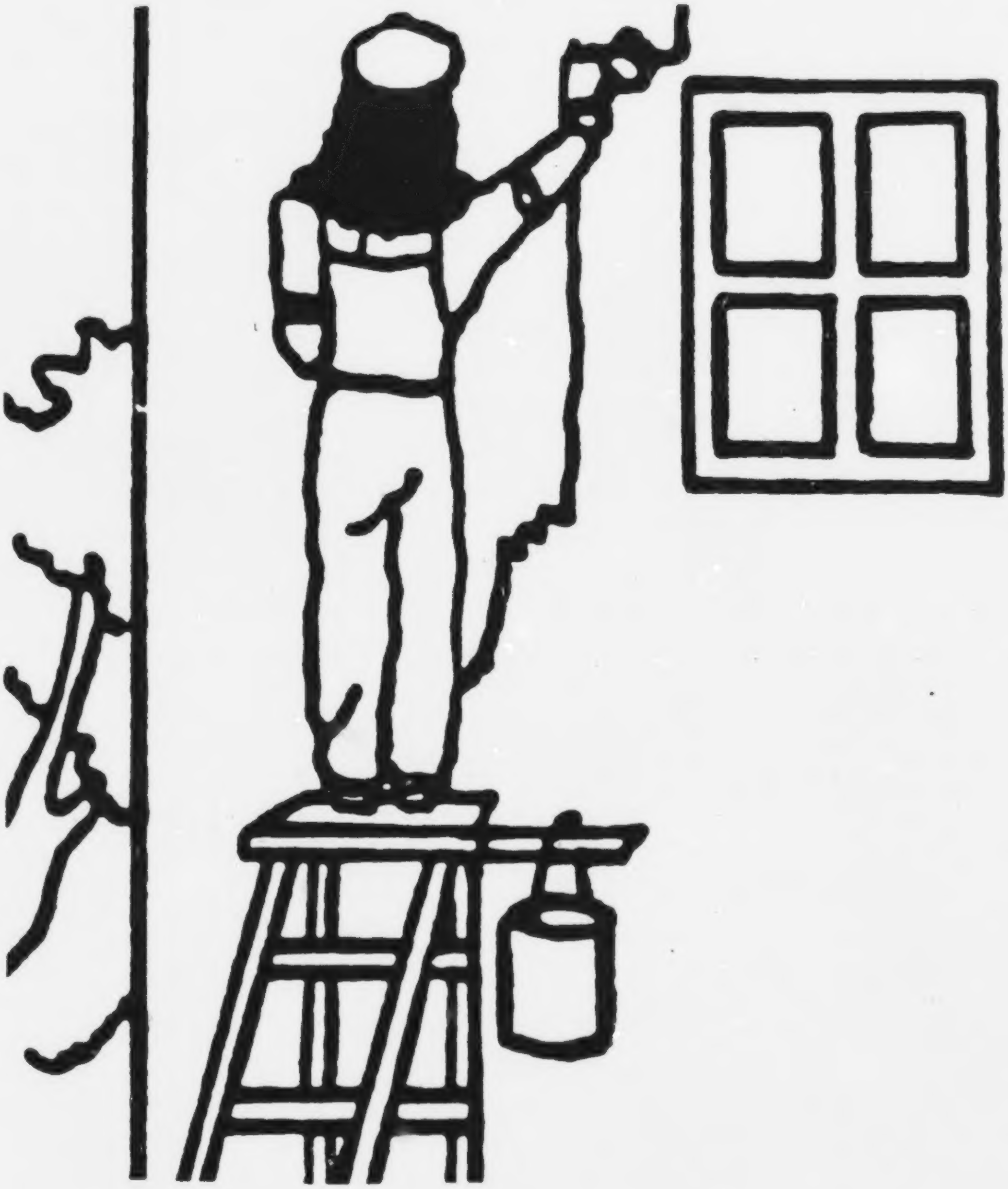

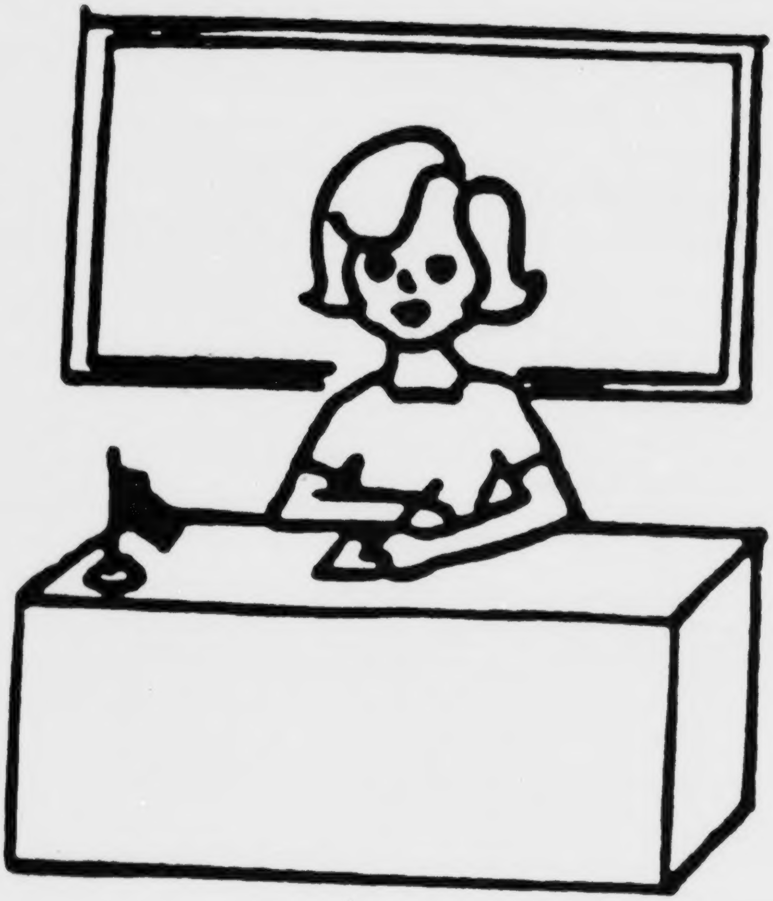

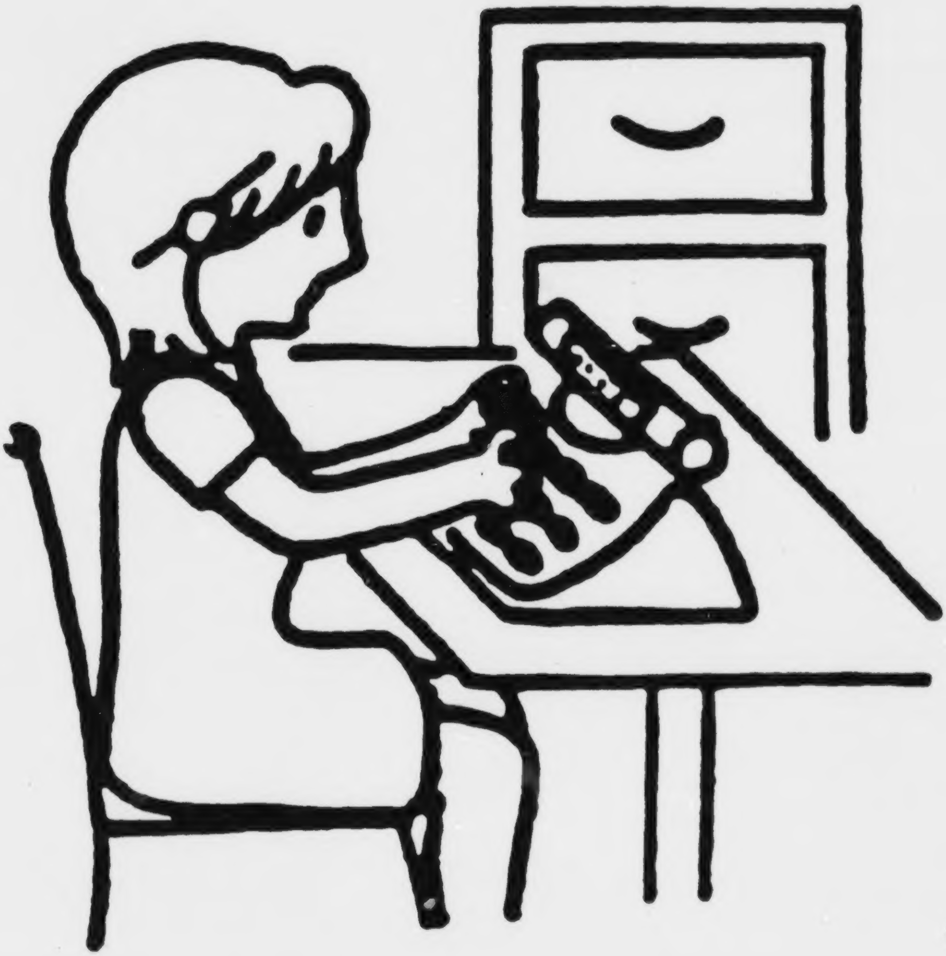

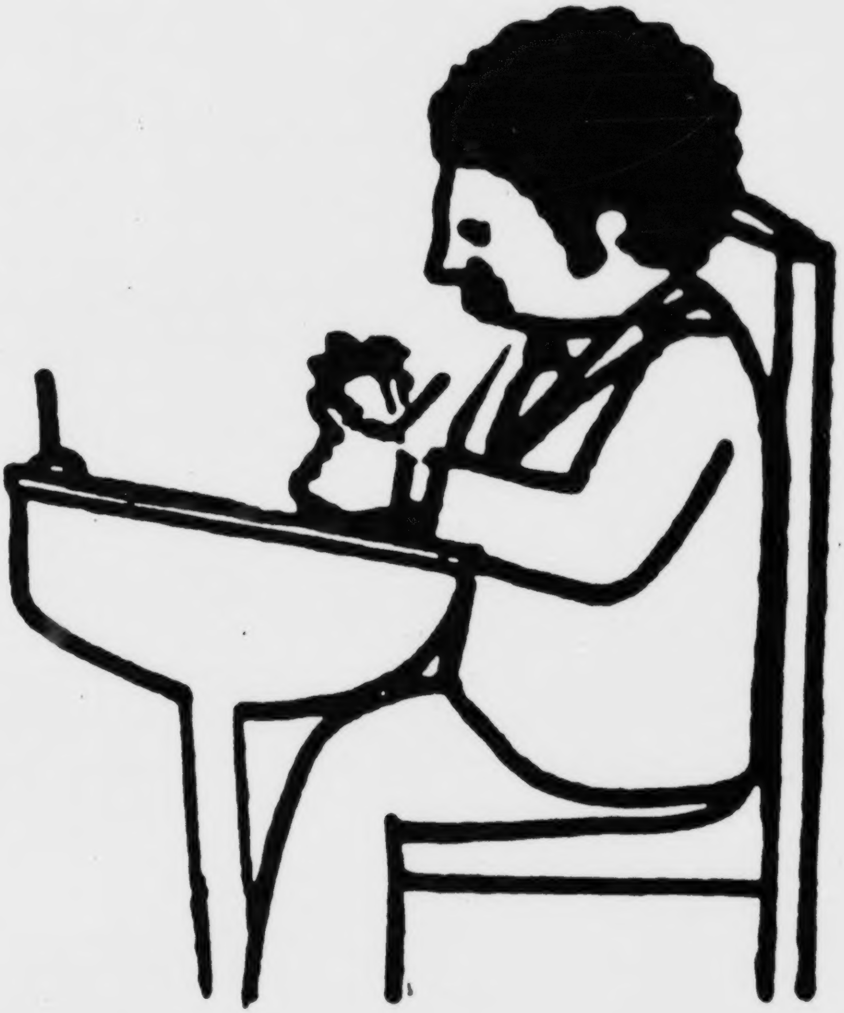

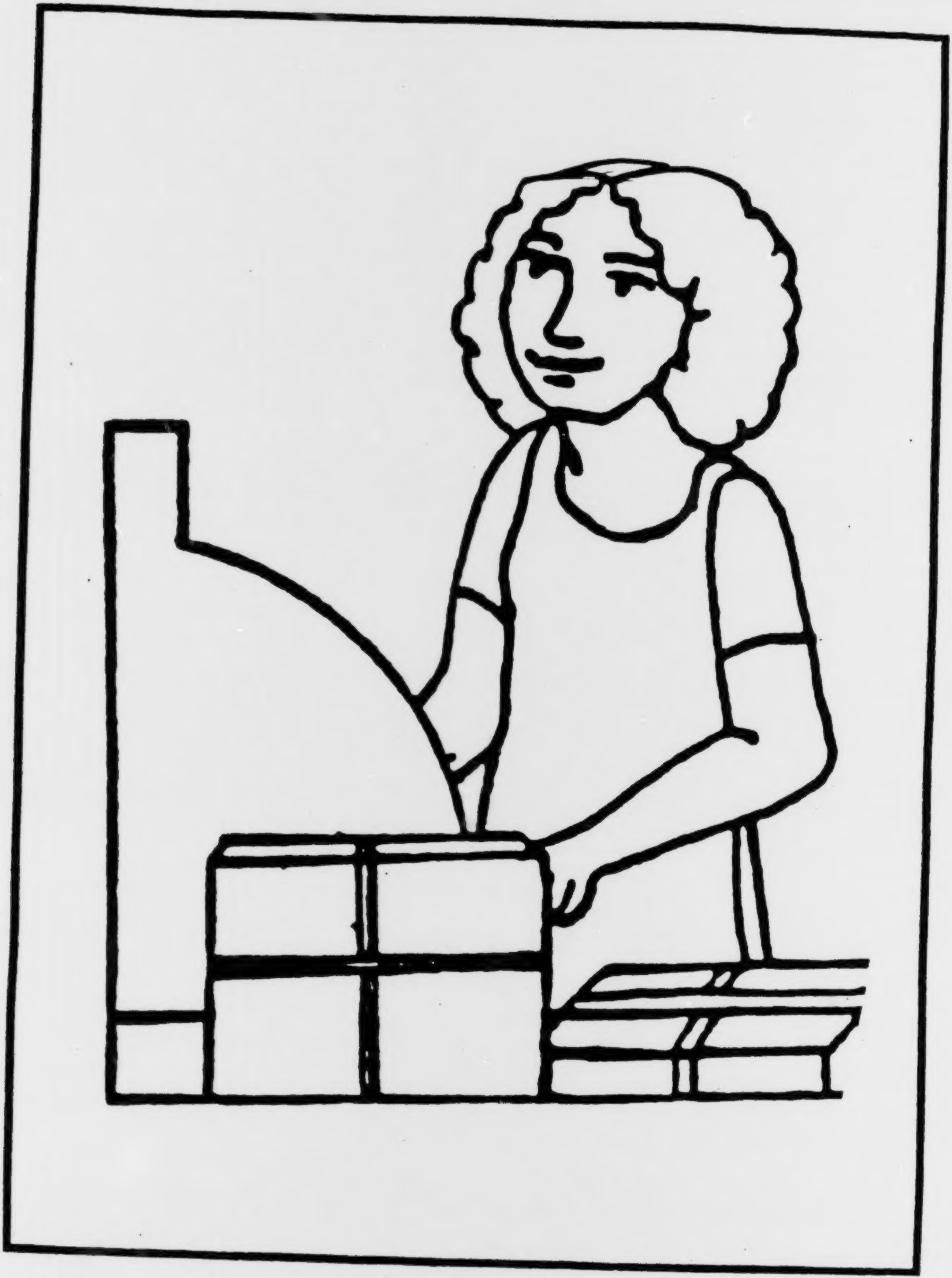

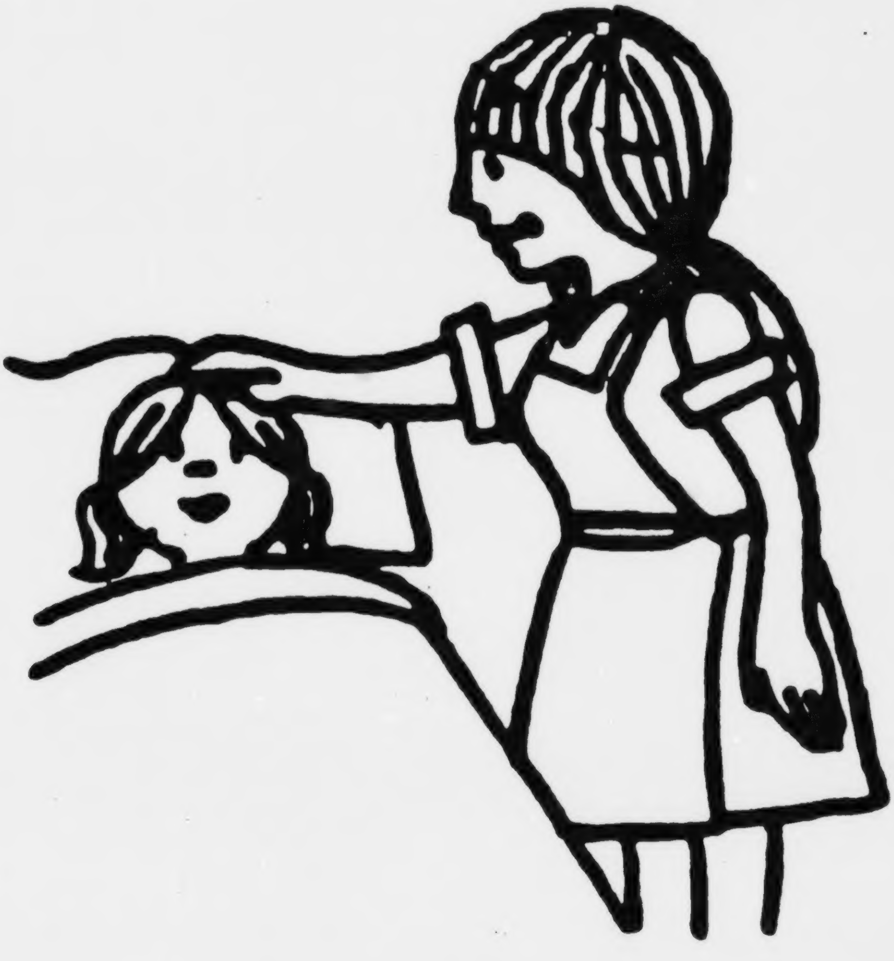

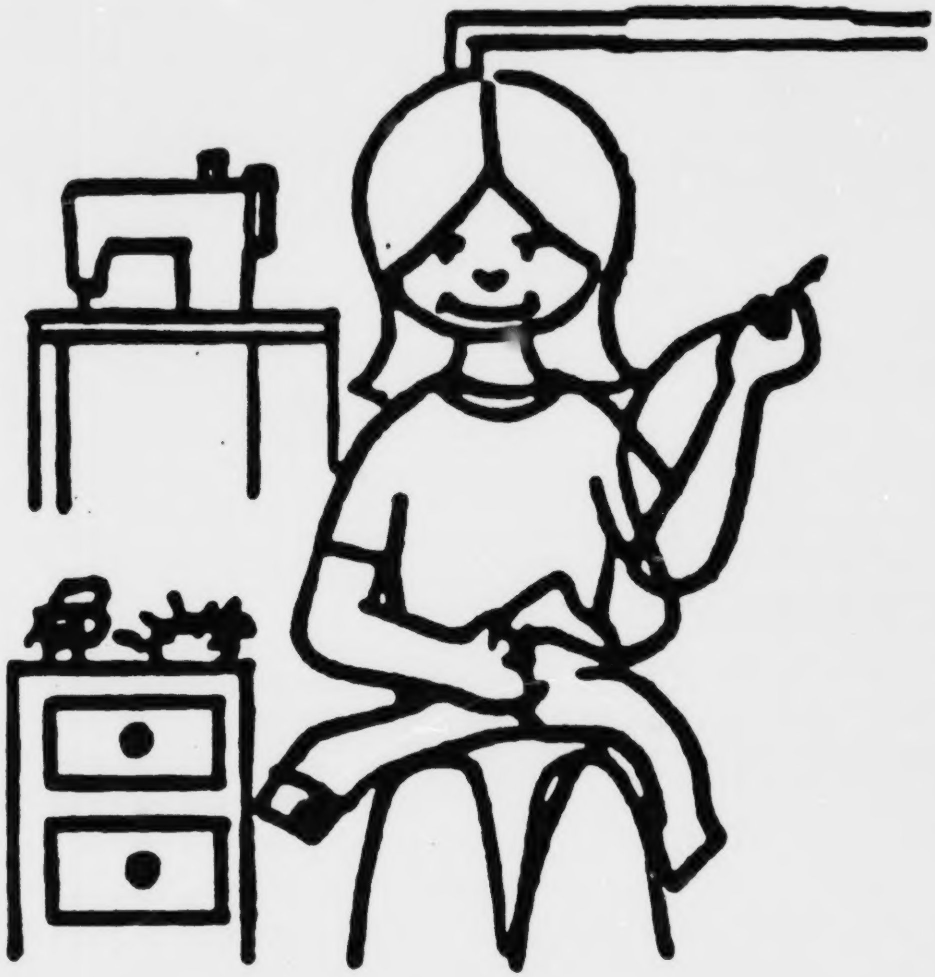

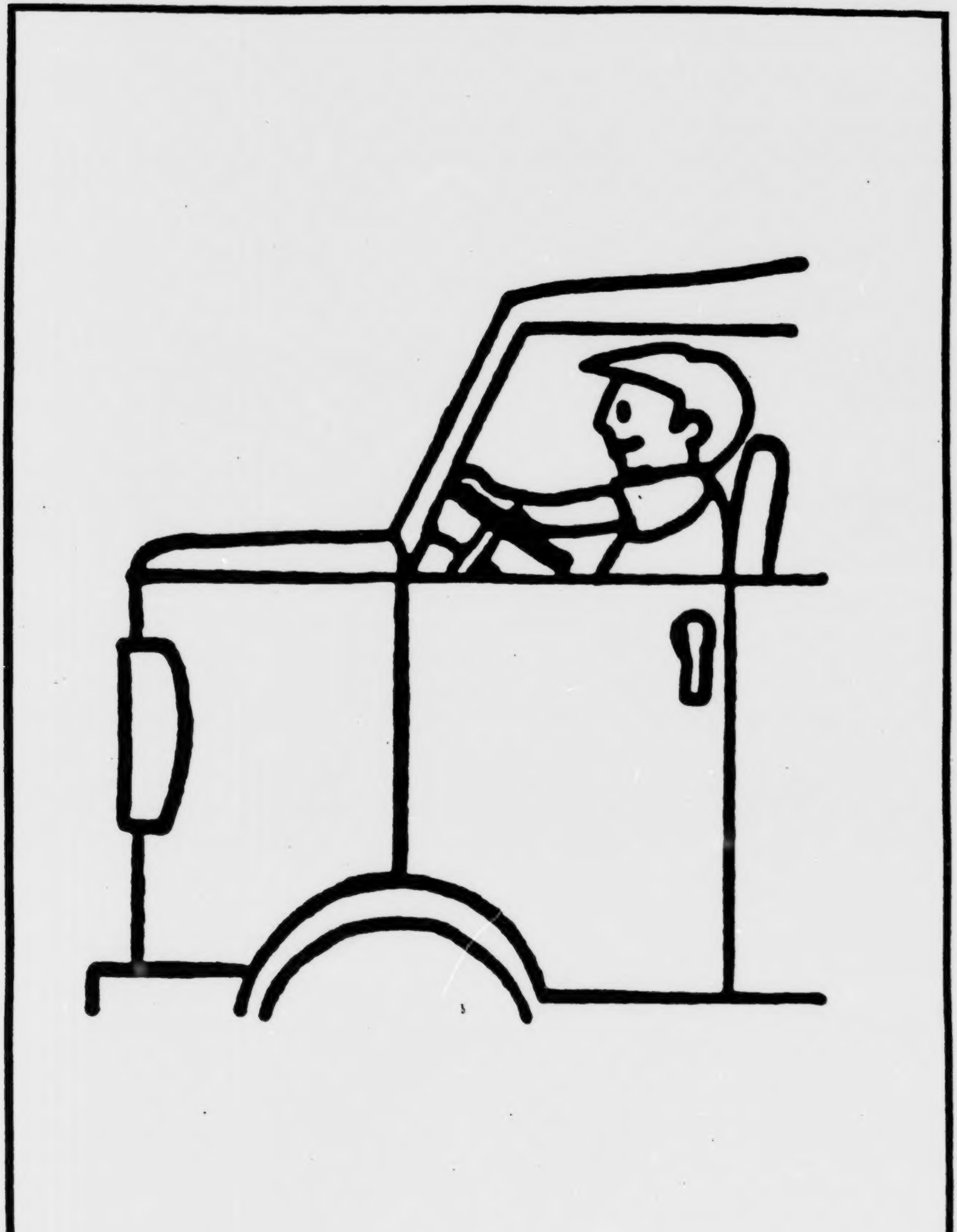

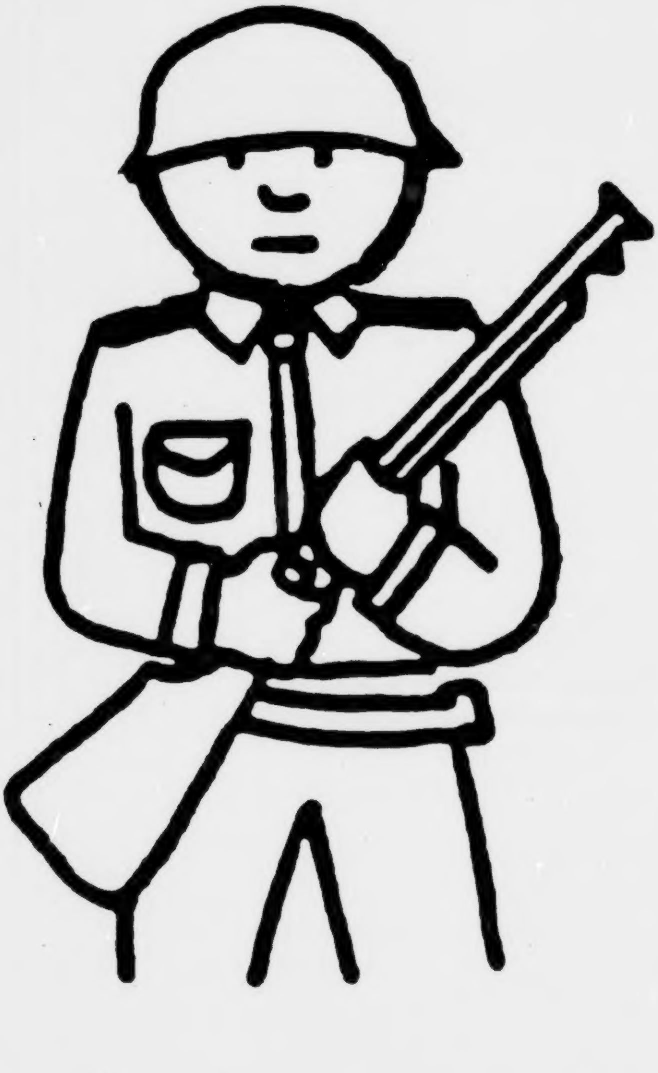

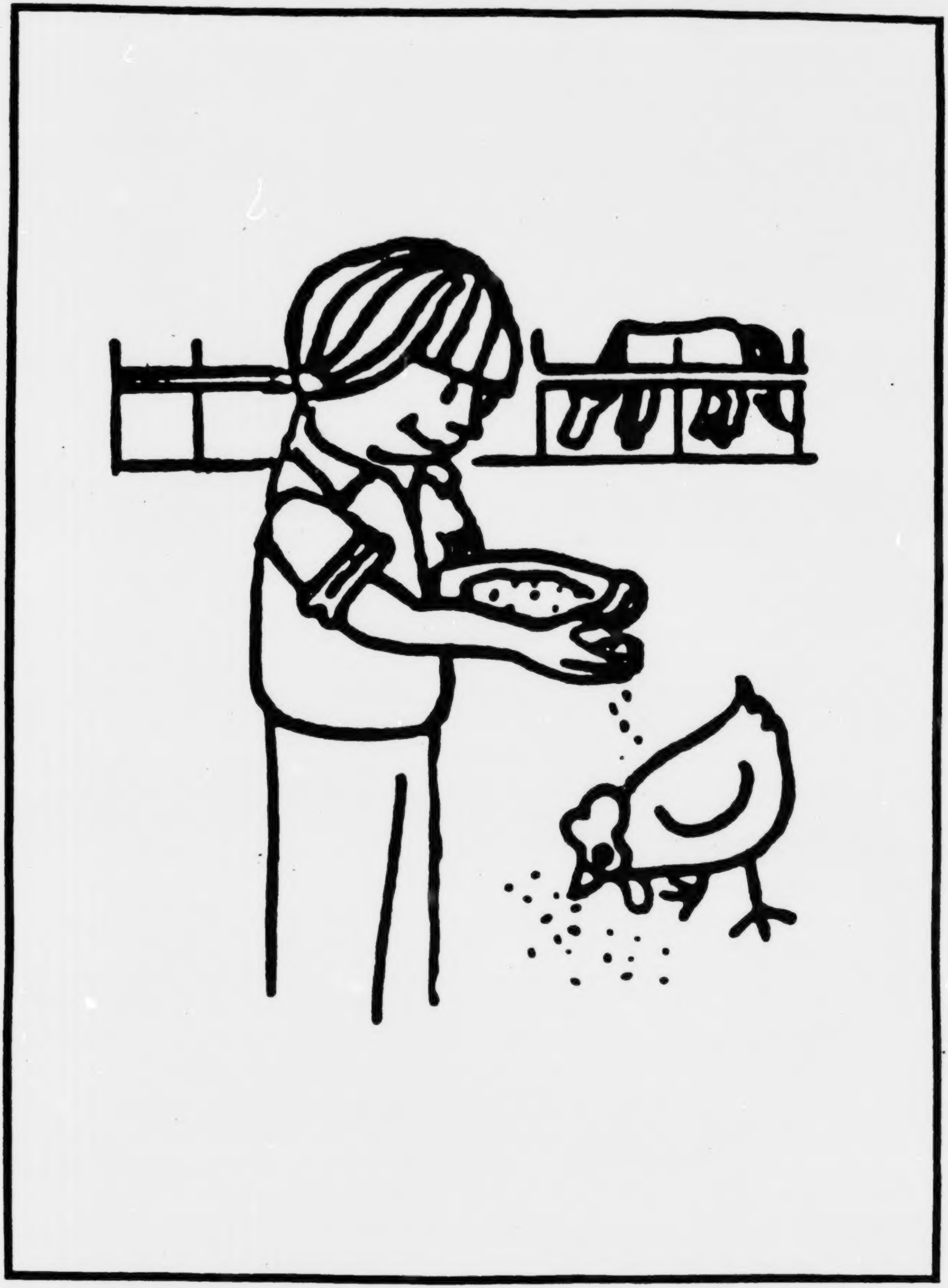

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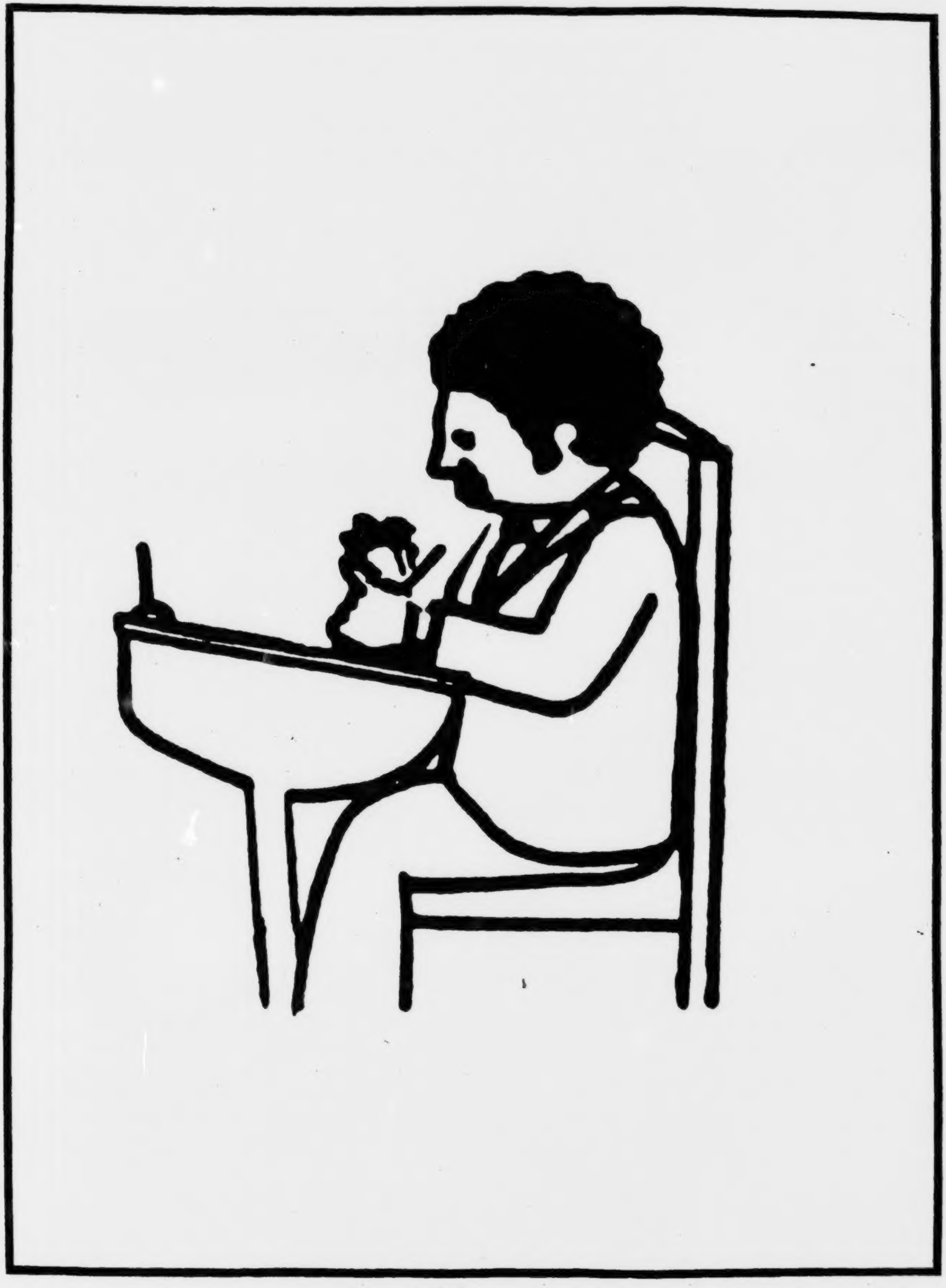

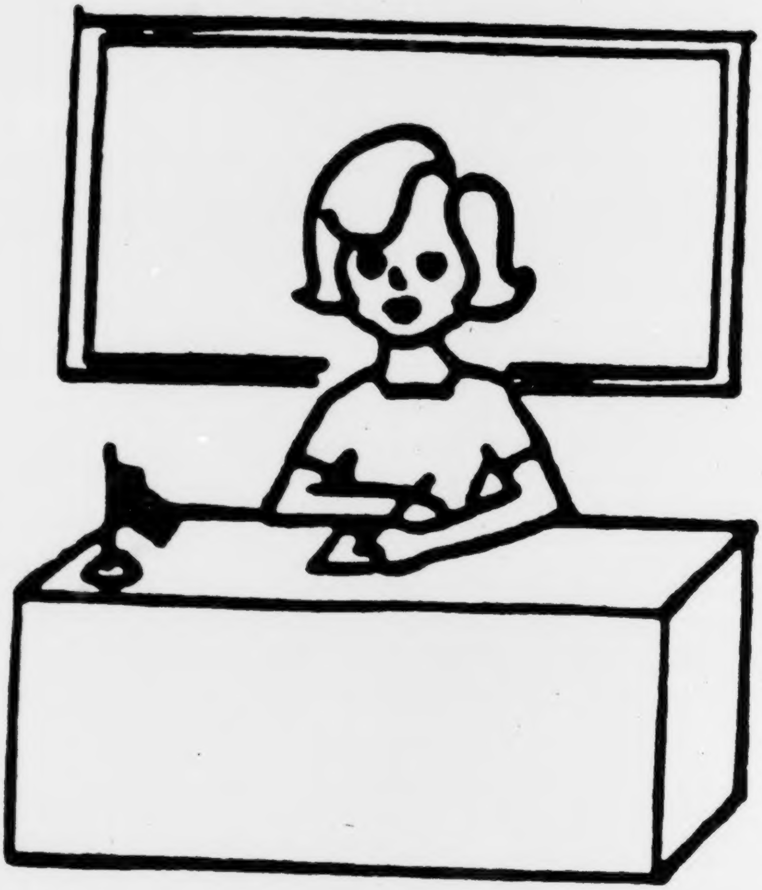

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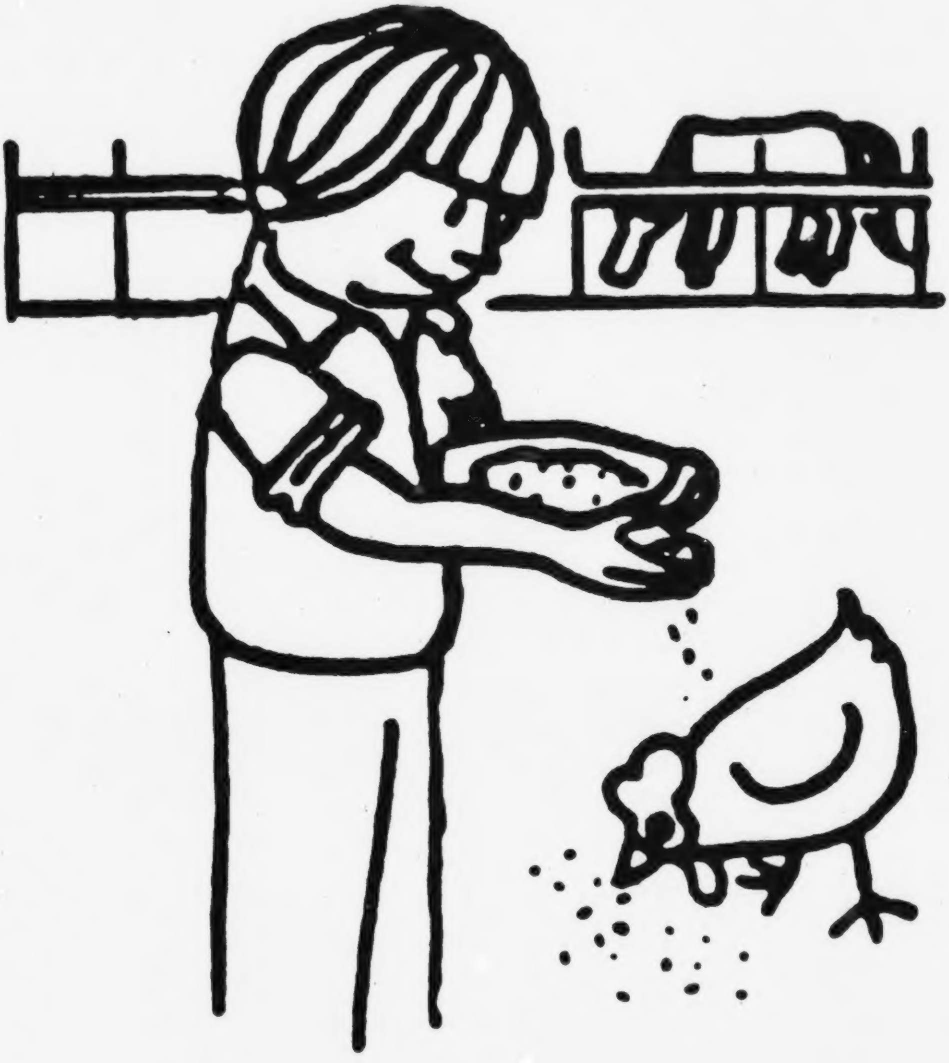

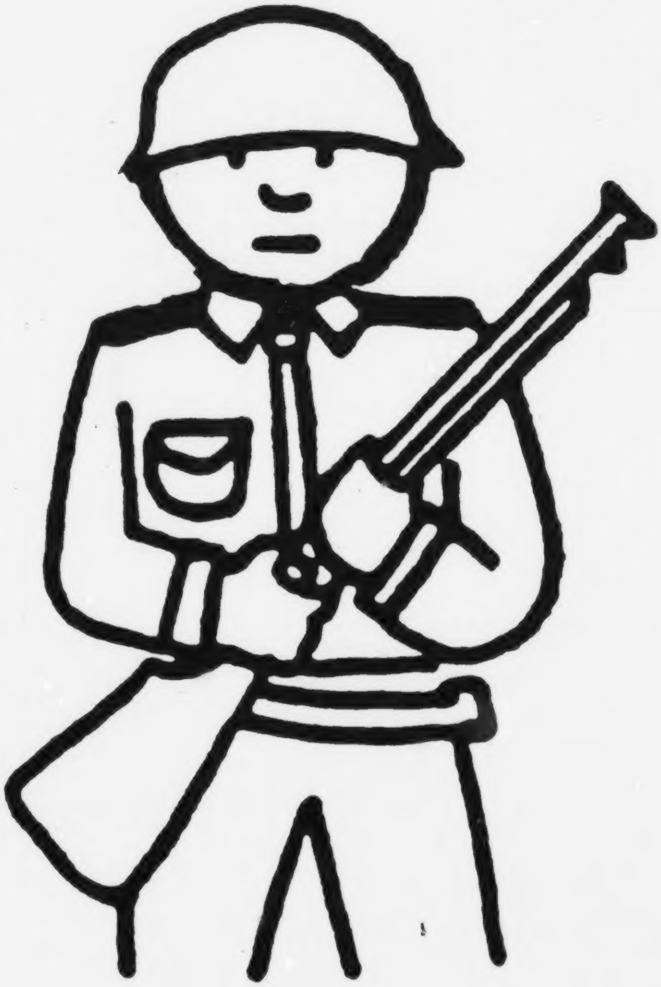

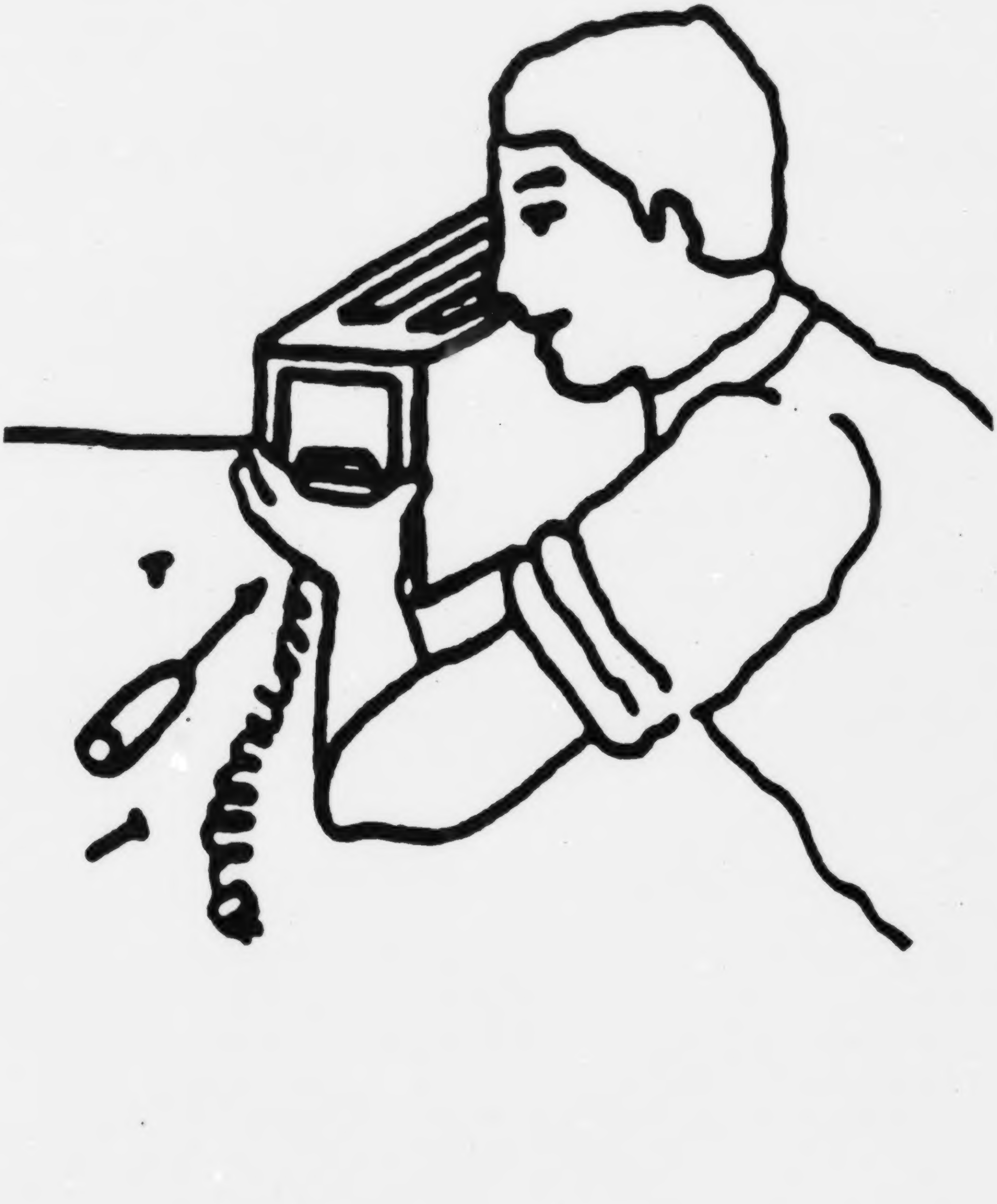

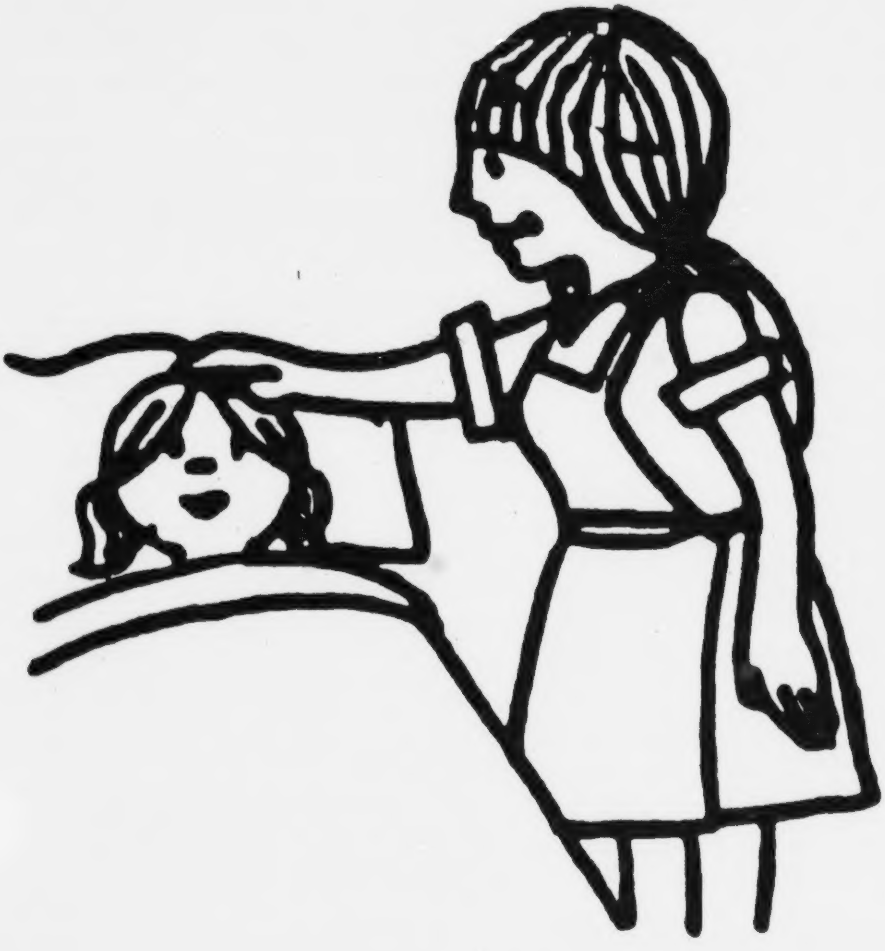

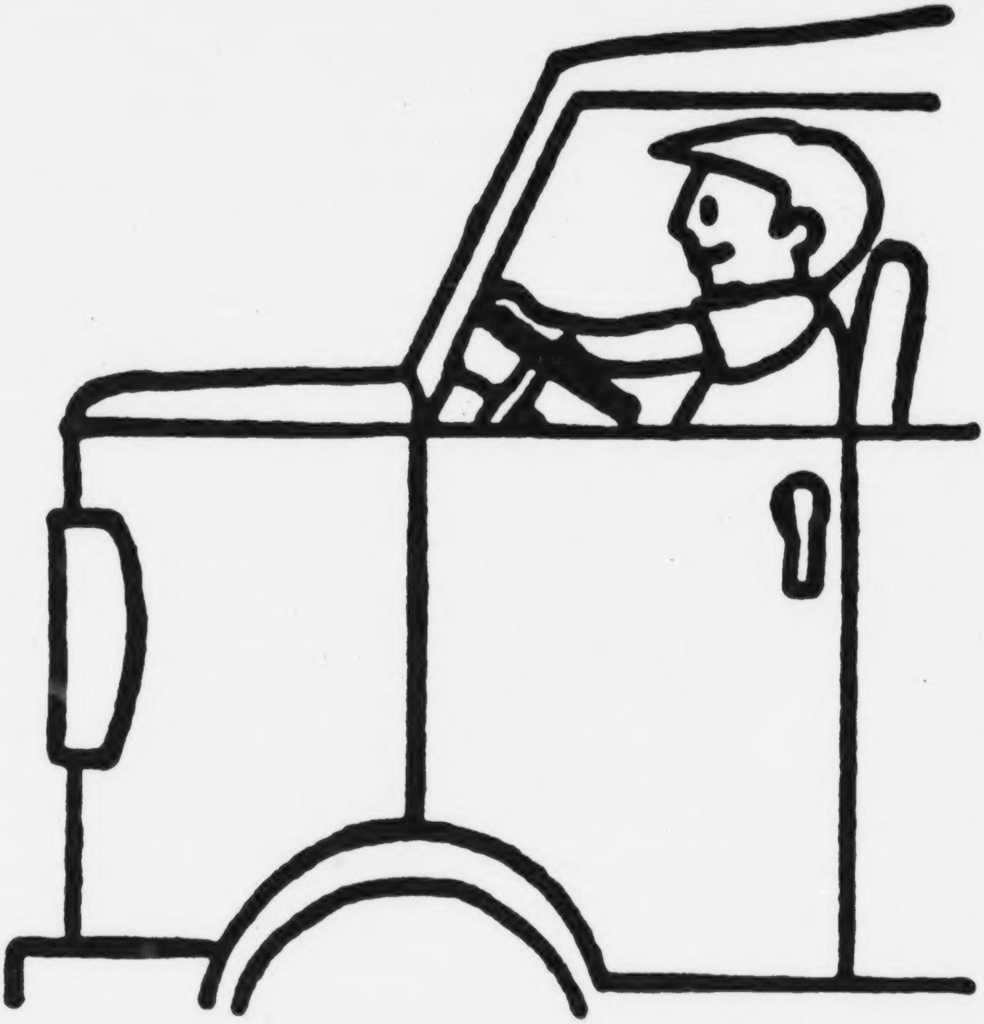

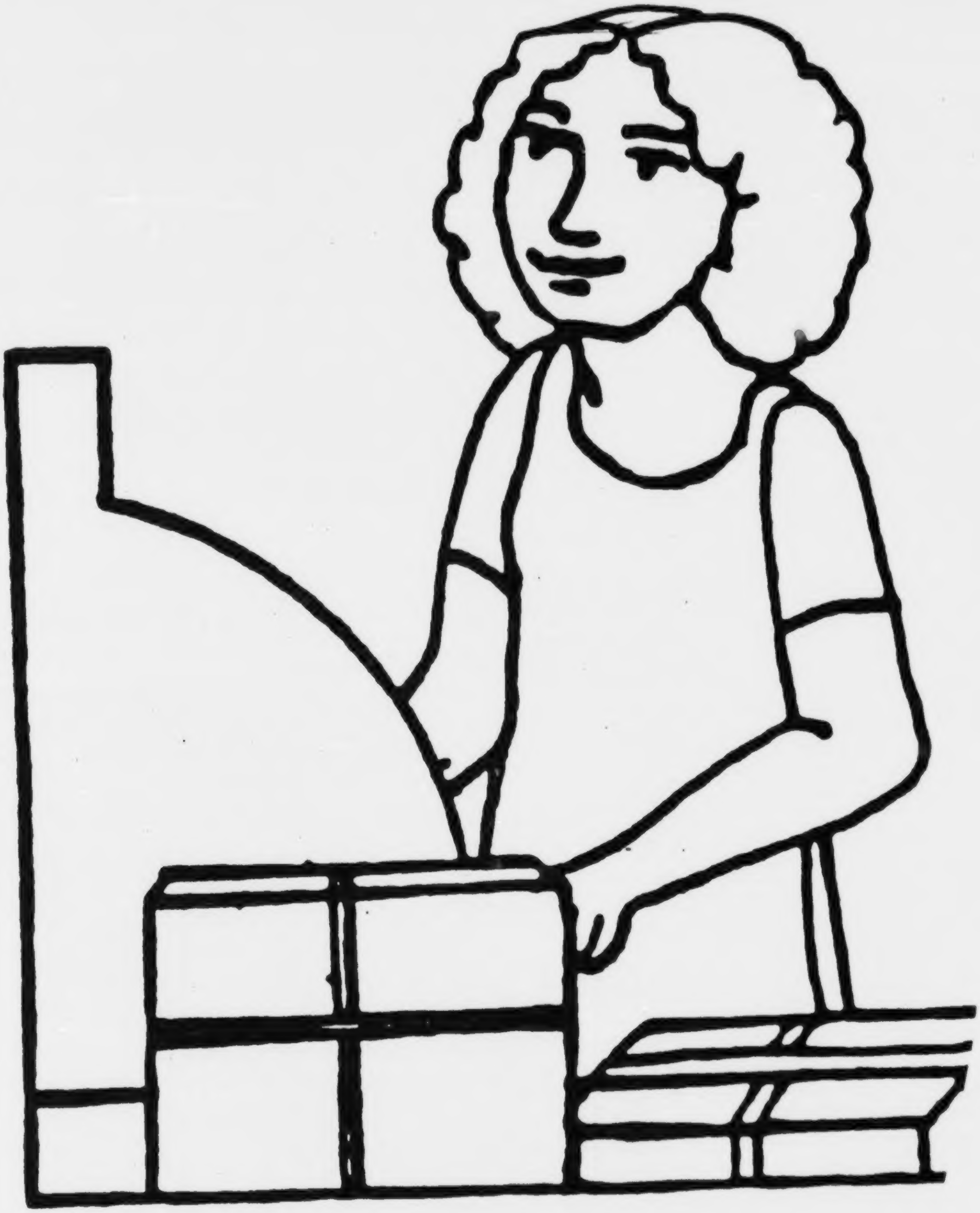

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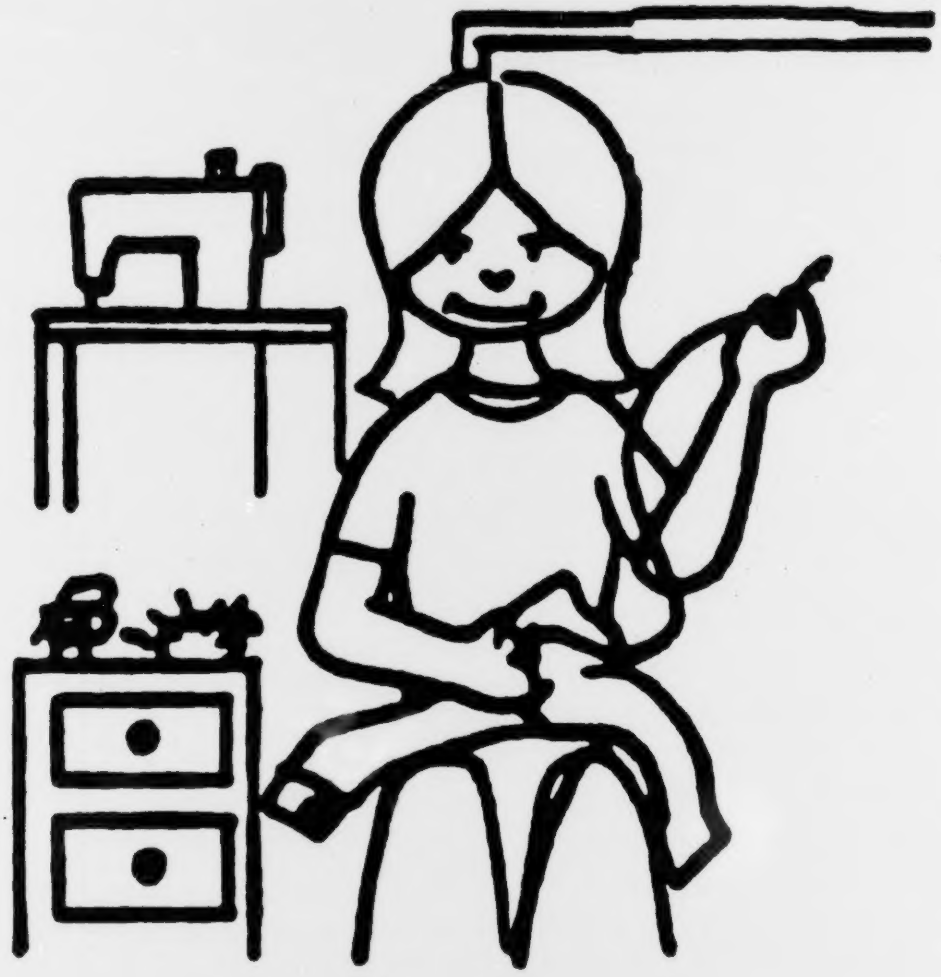

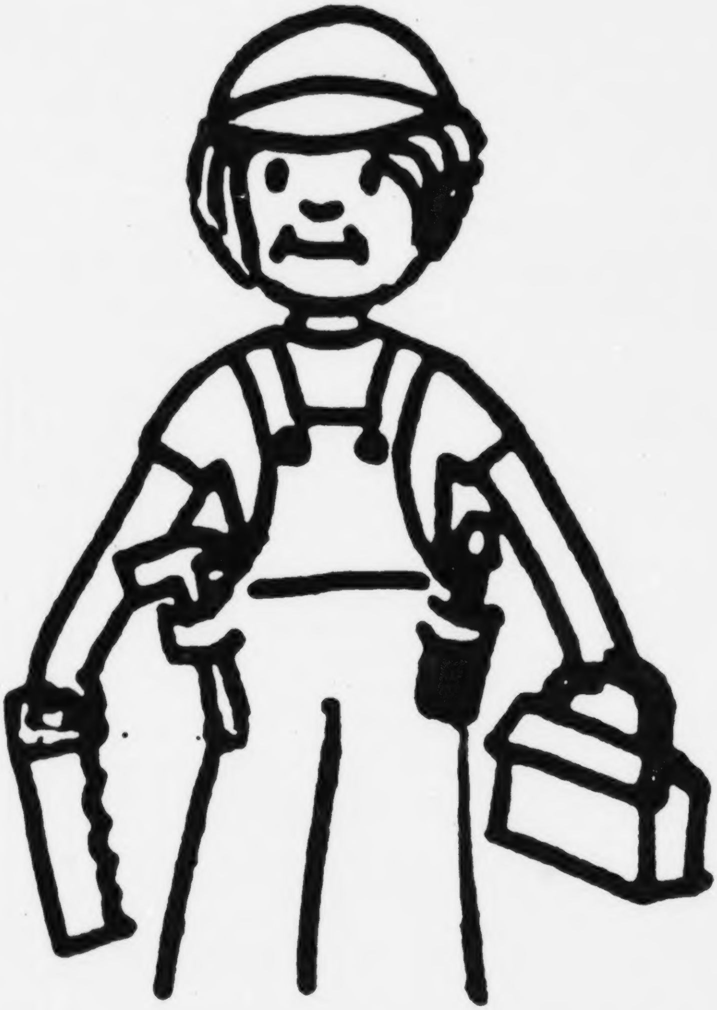

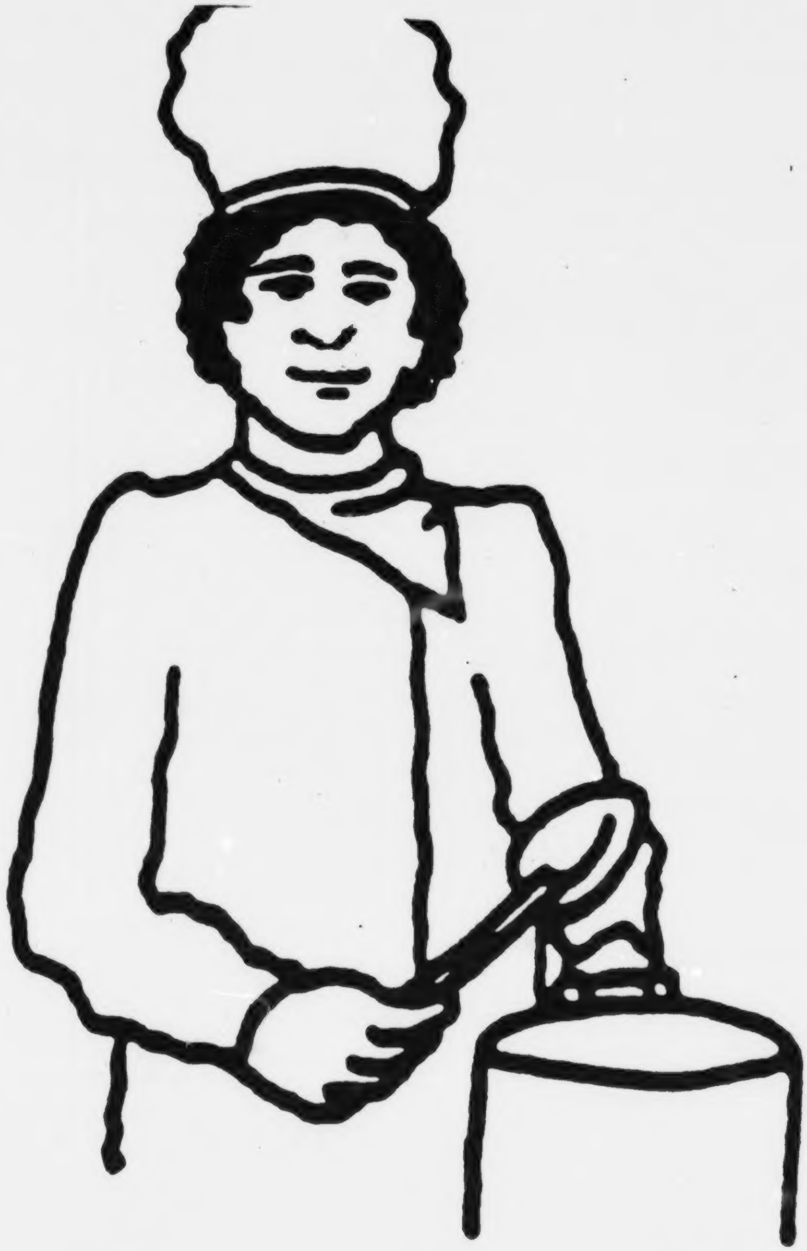

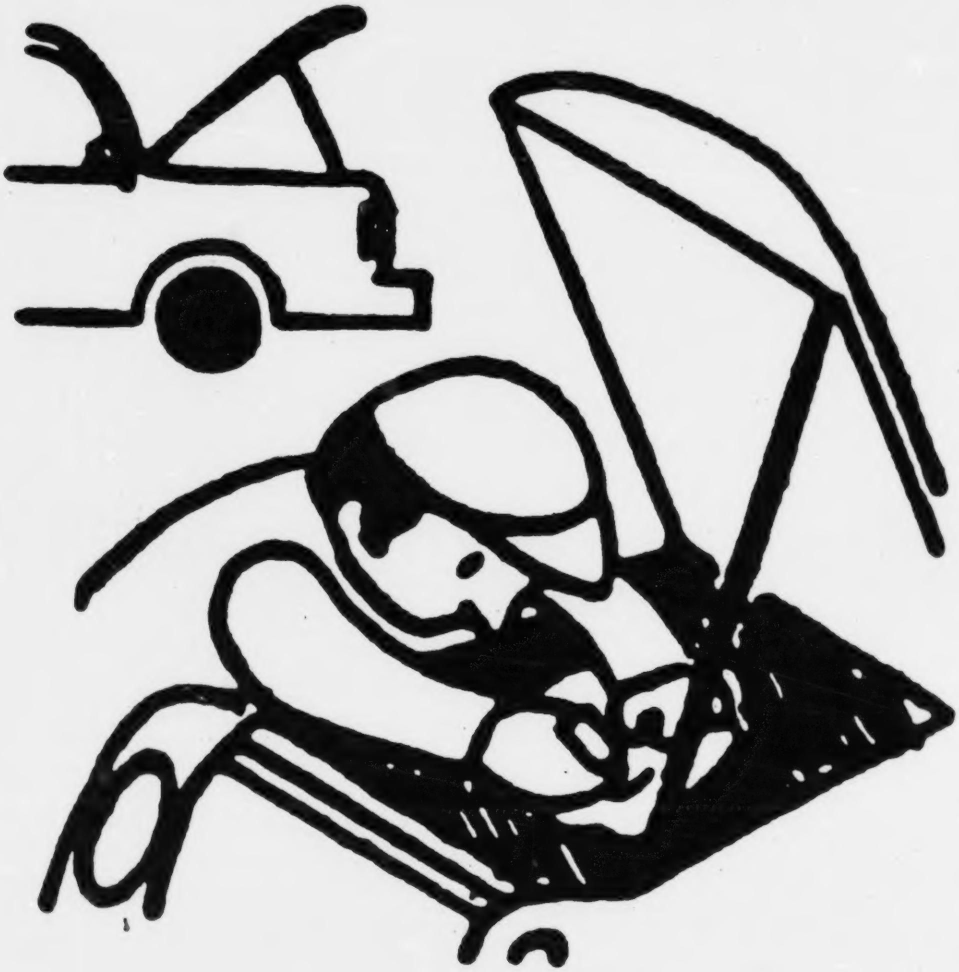

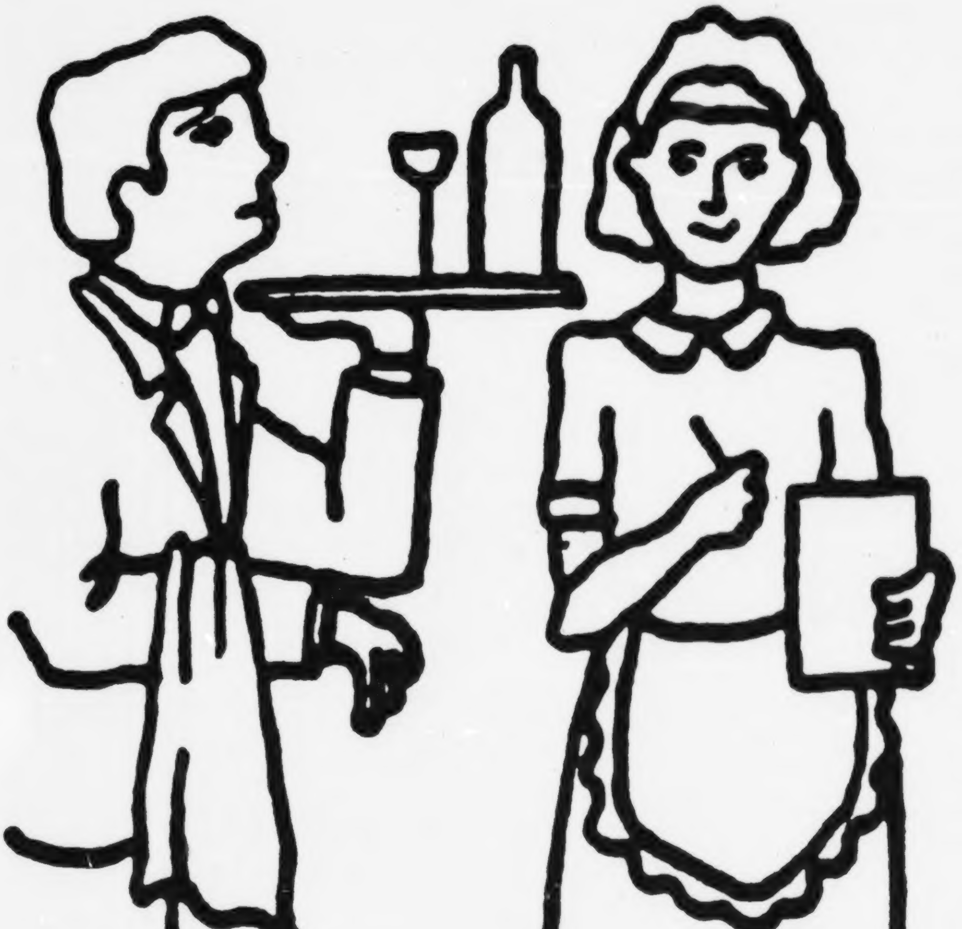

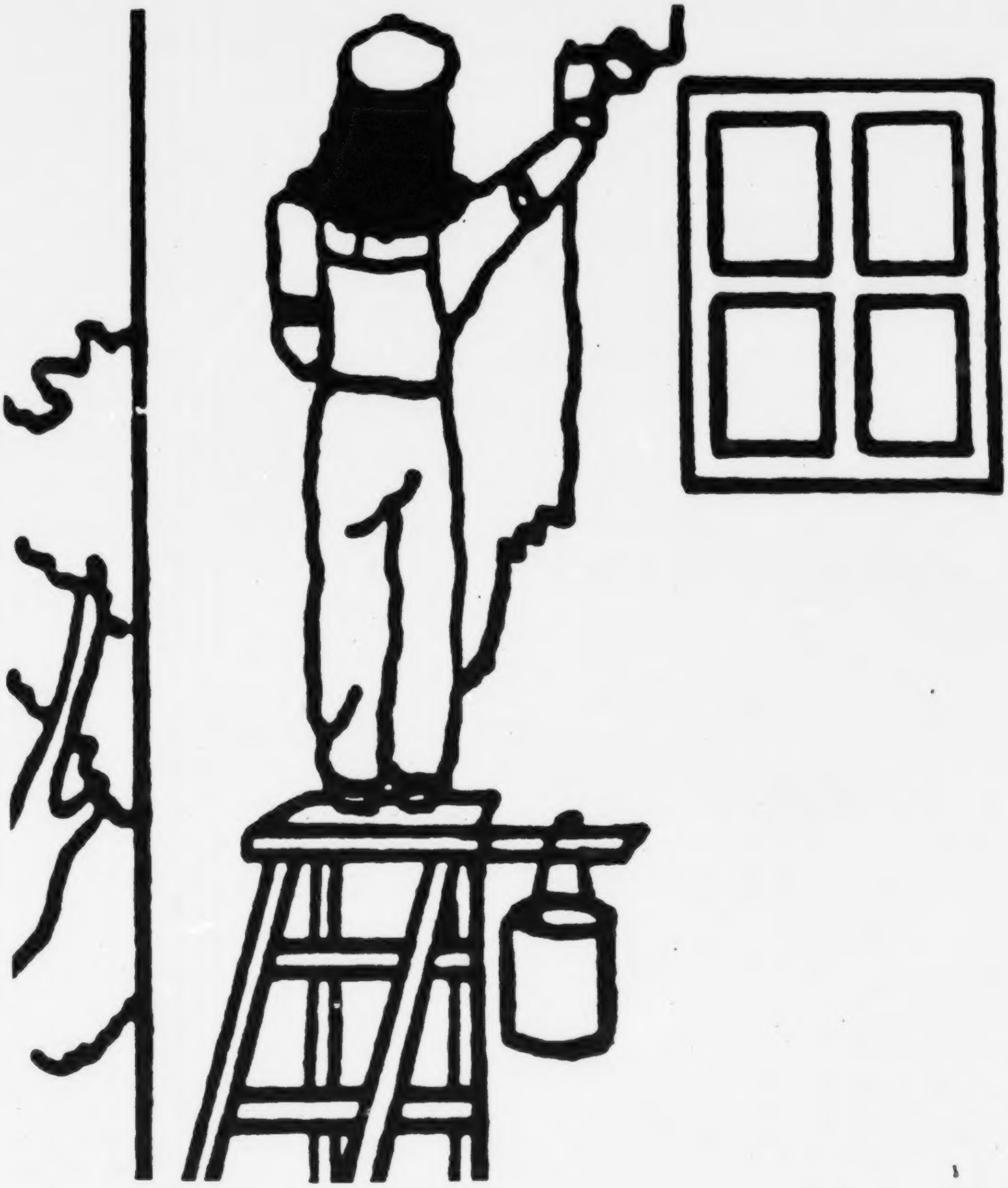

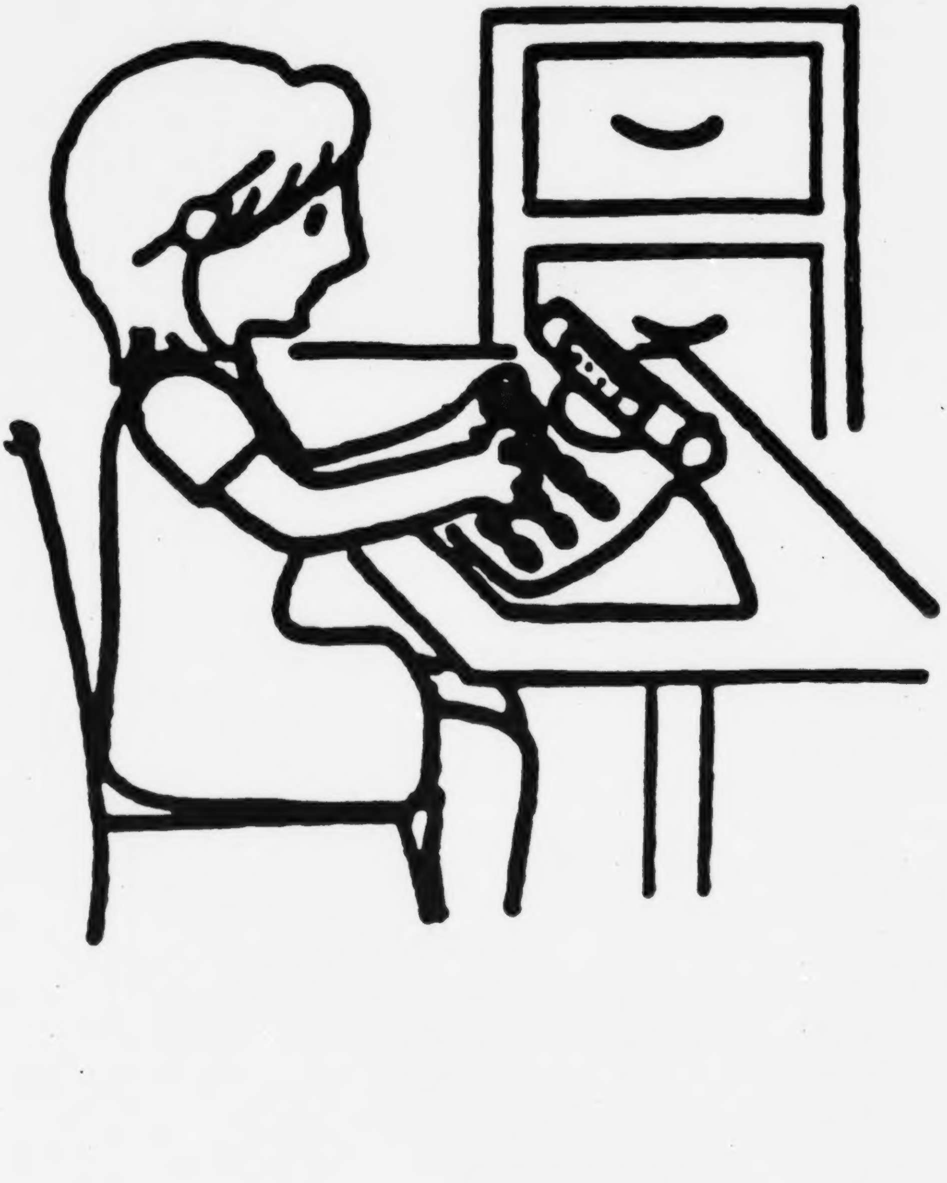

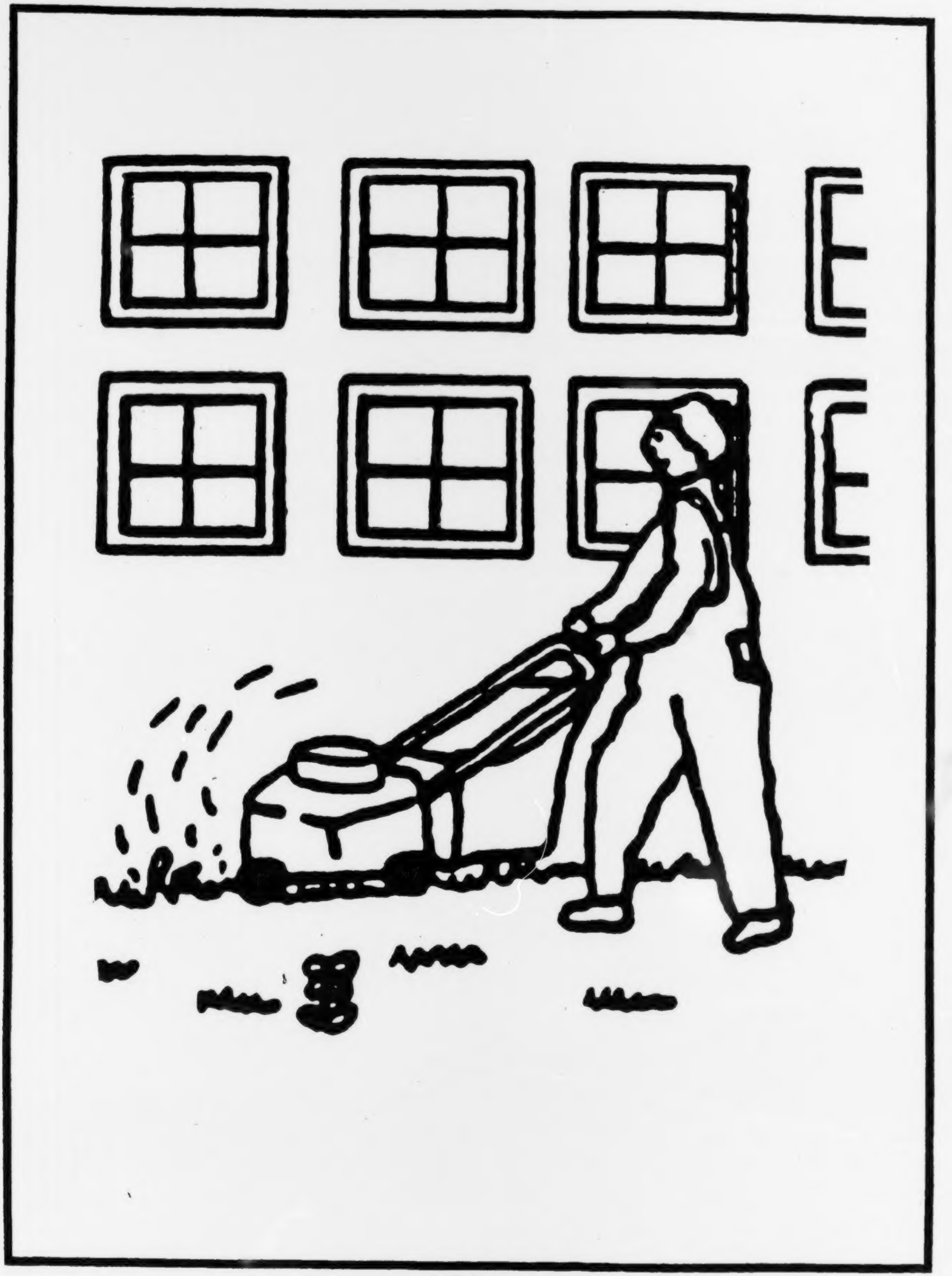

NEIGHBOR TO NEIGHBOR

VISUALS

An ESL Curriculum for Volunteers

NEIGHBOR TO NEIGHBOR

CURRICULUM GUIDE

An ESL Curriculum for Volunteers

Neighbor-to Neighbor

An ESL Curriculum for Volunteers

VISUALS

Modules 1 - 4

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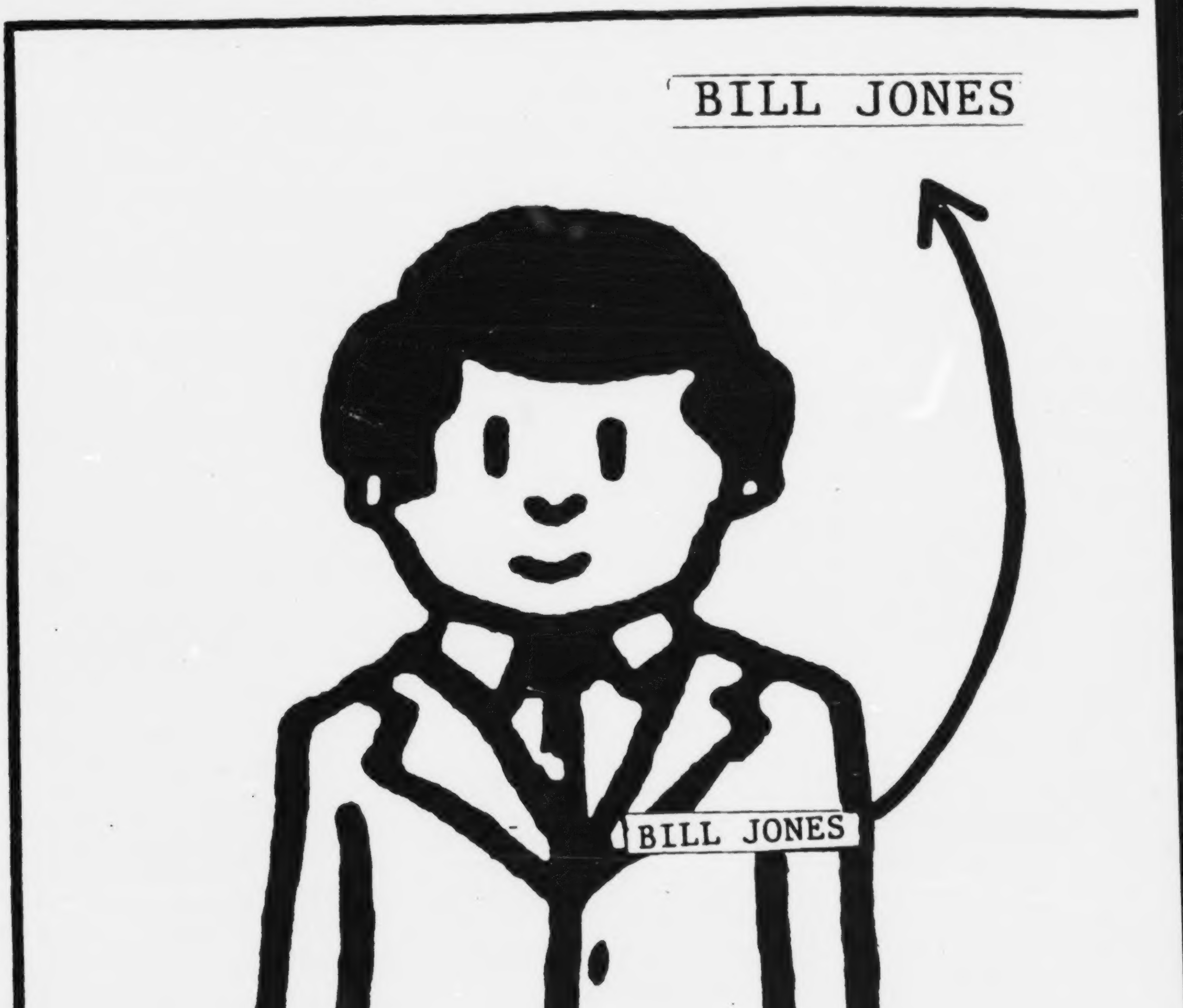
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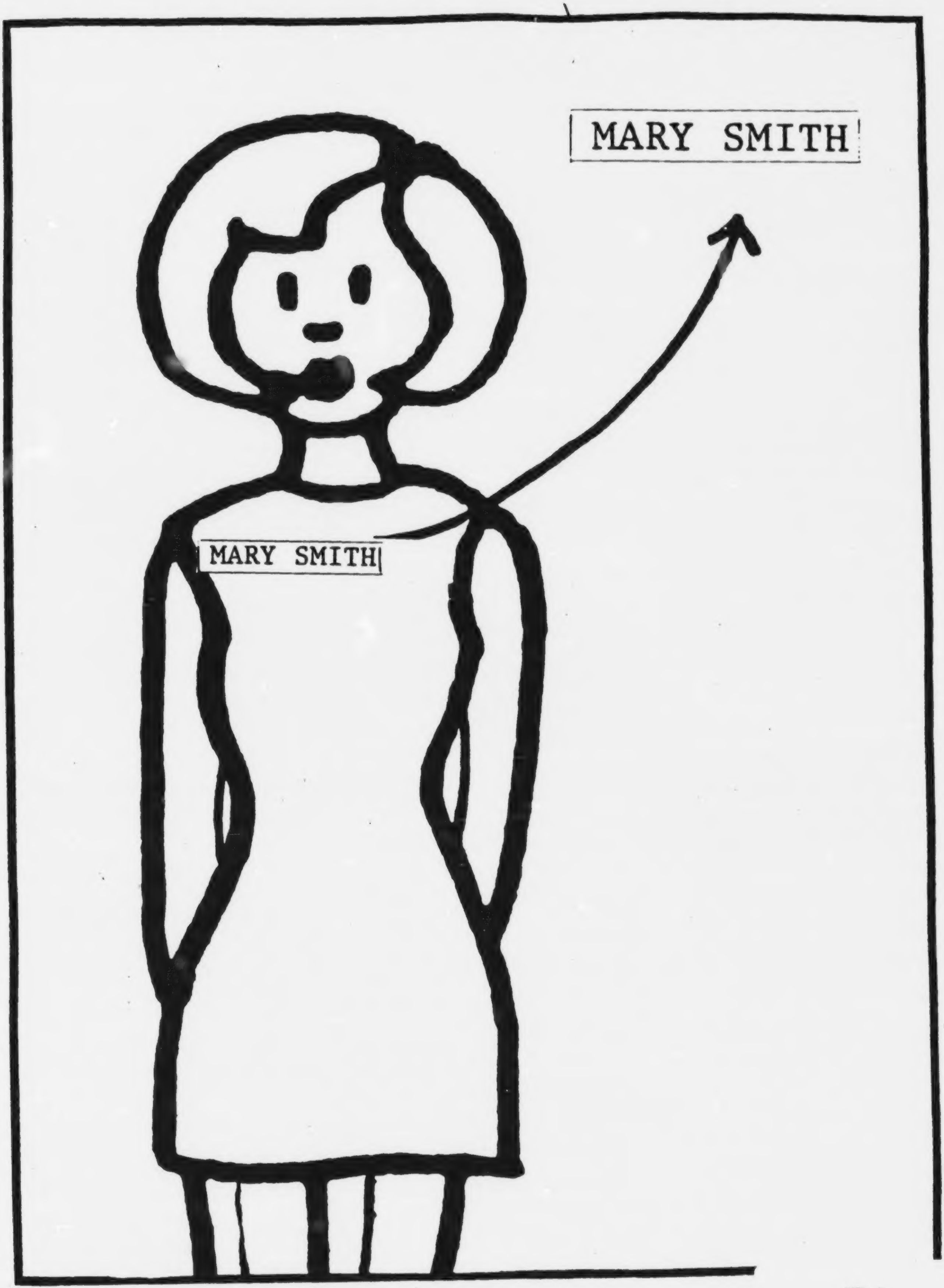
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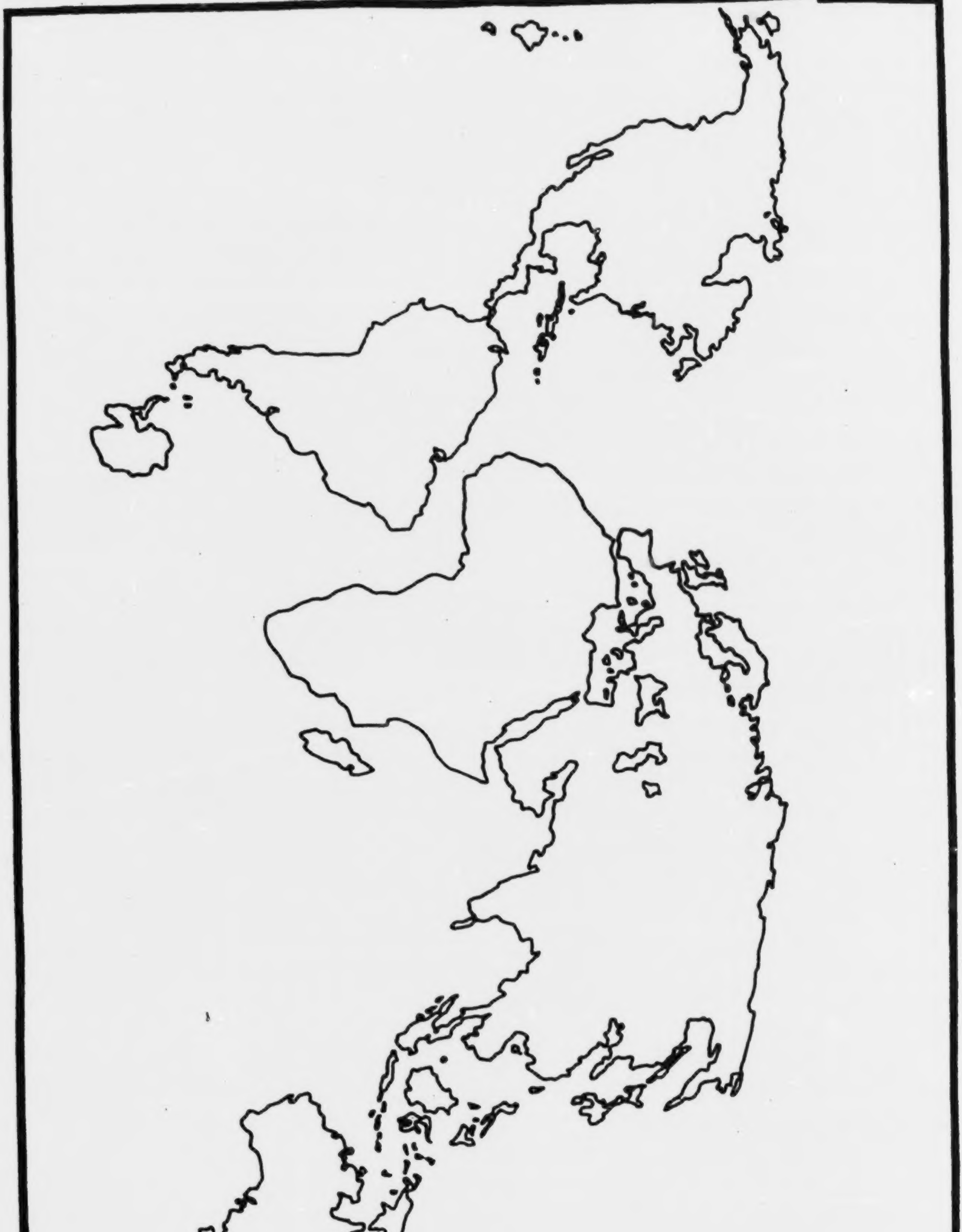

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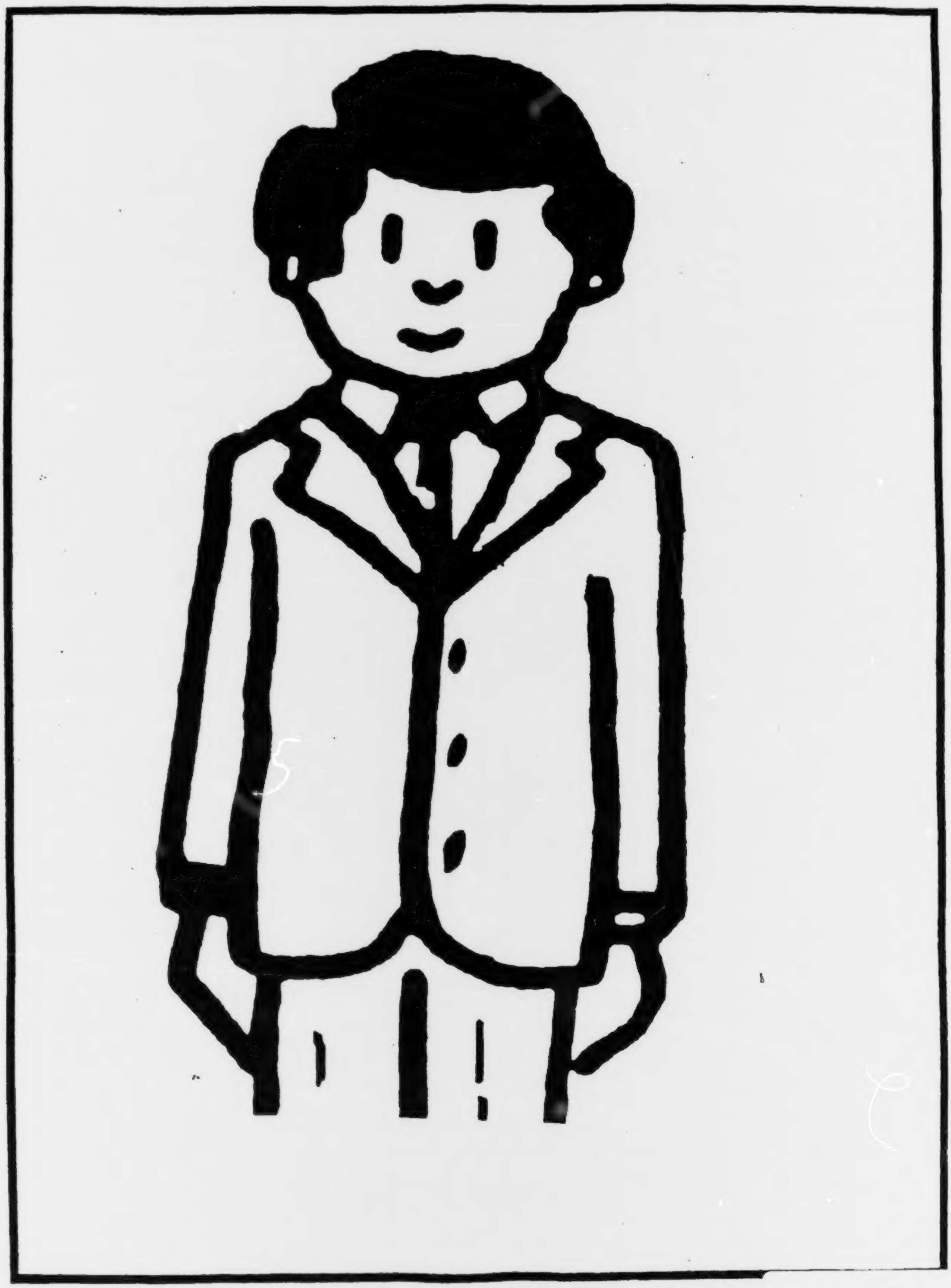

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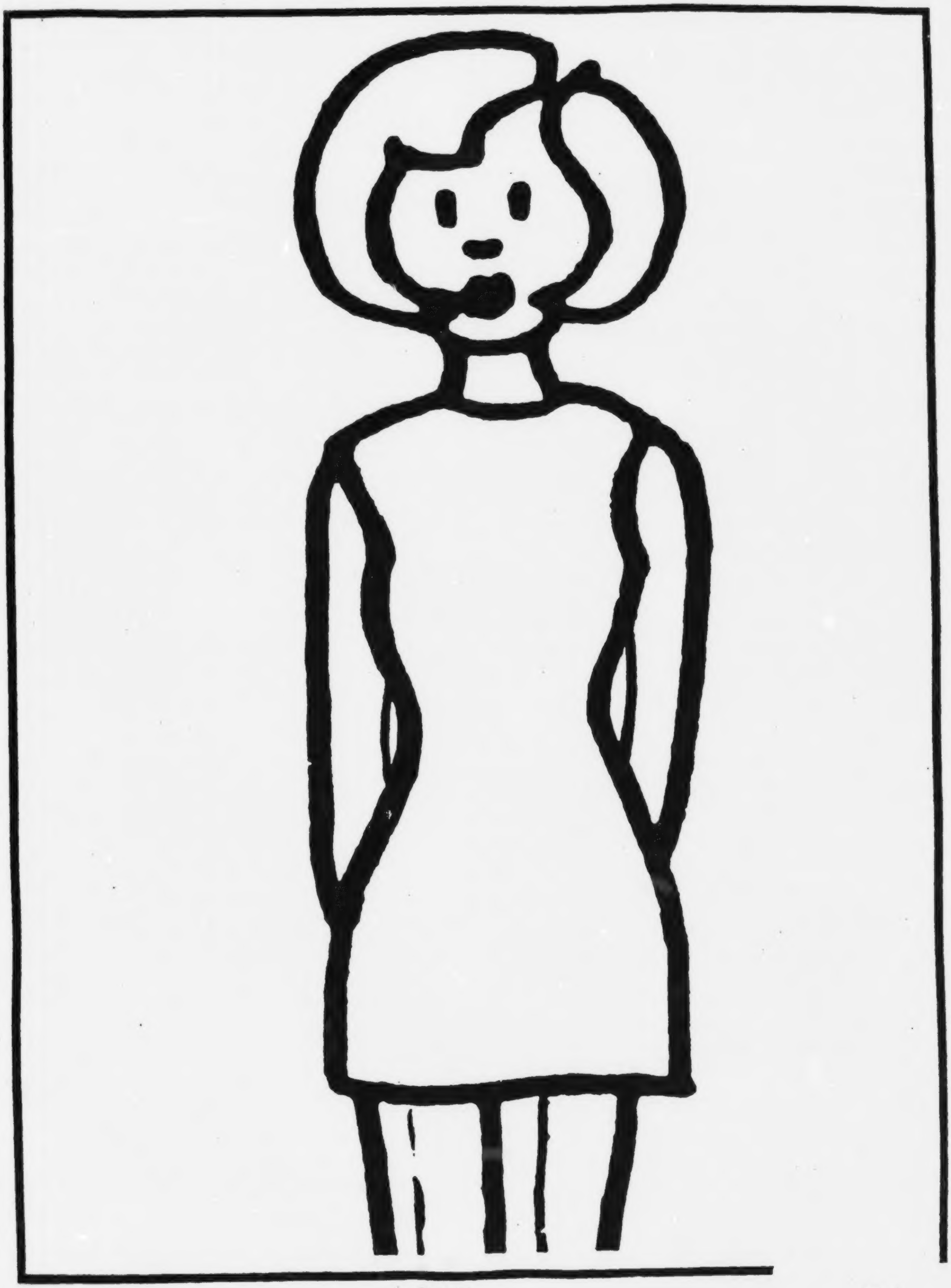

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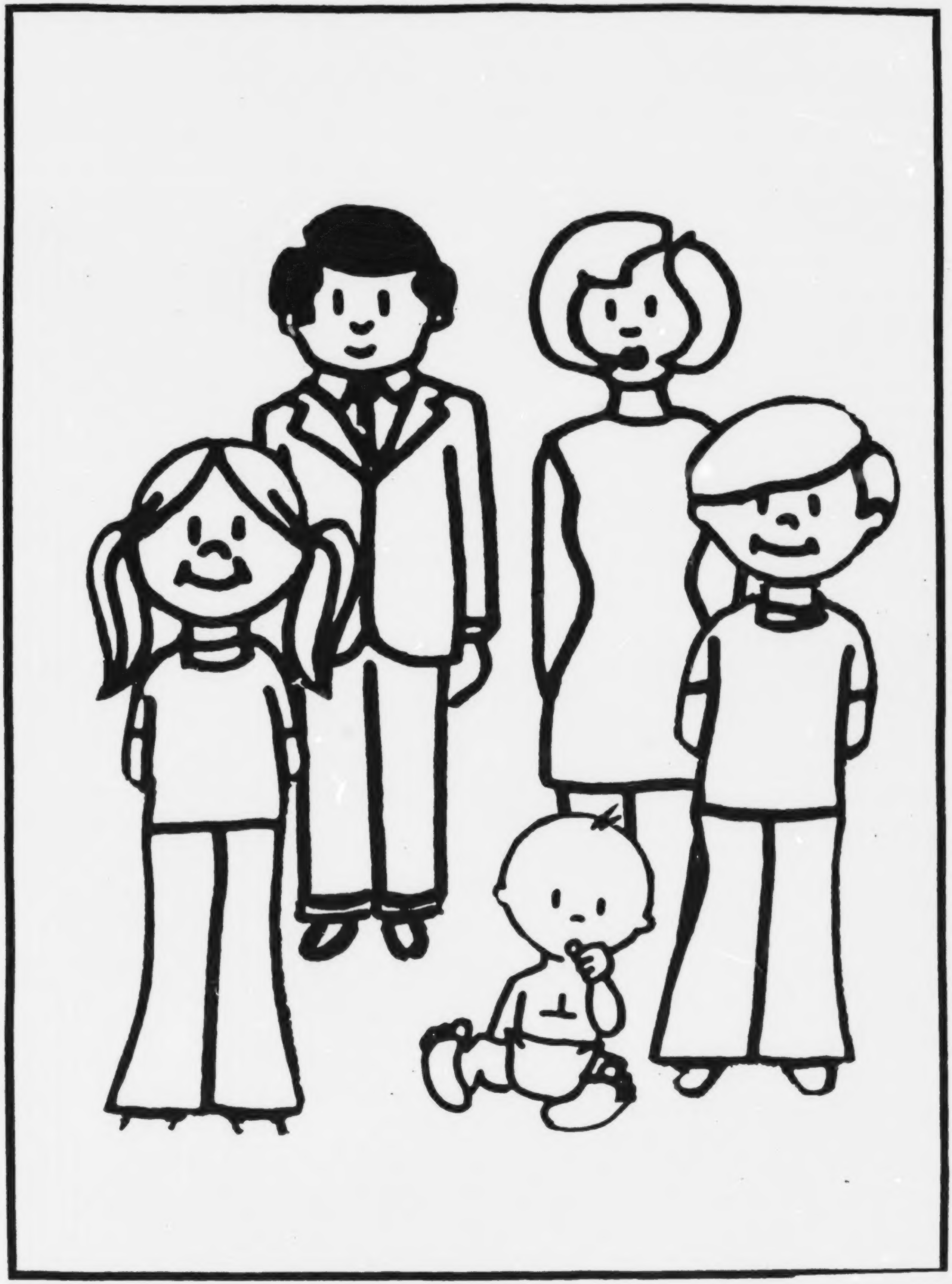

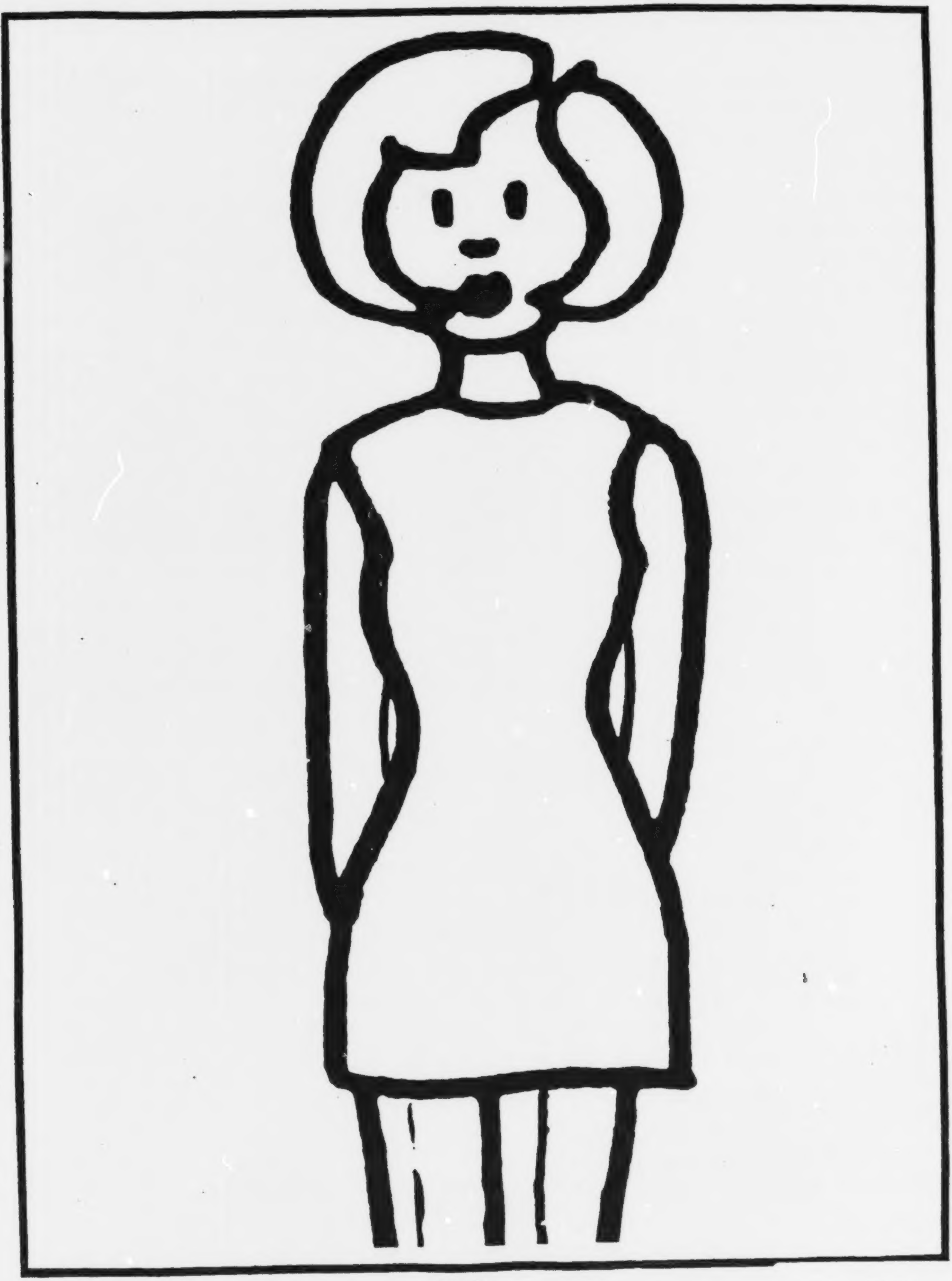

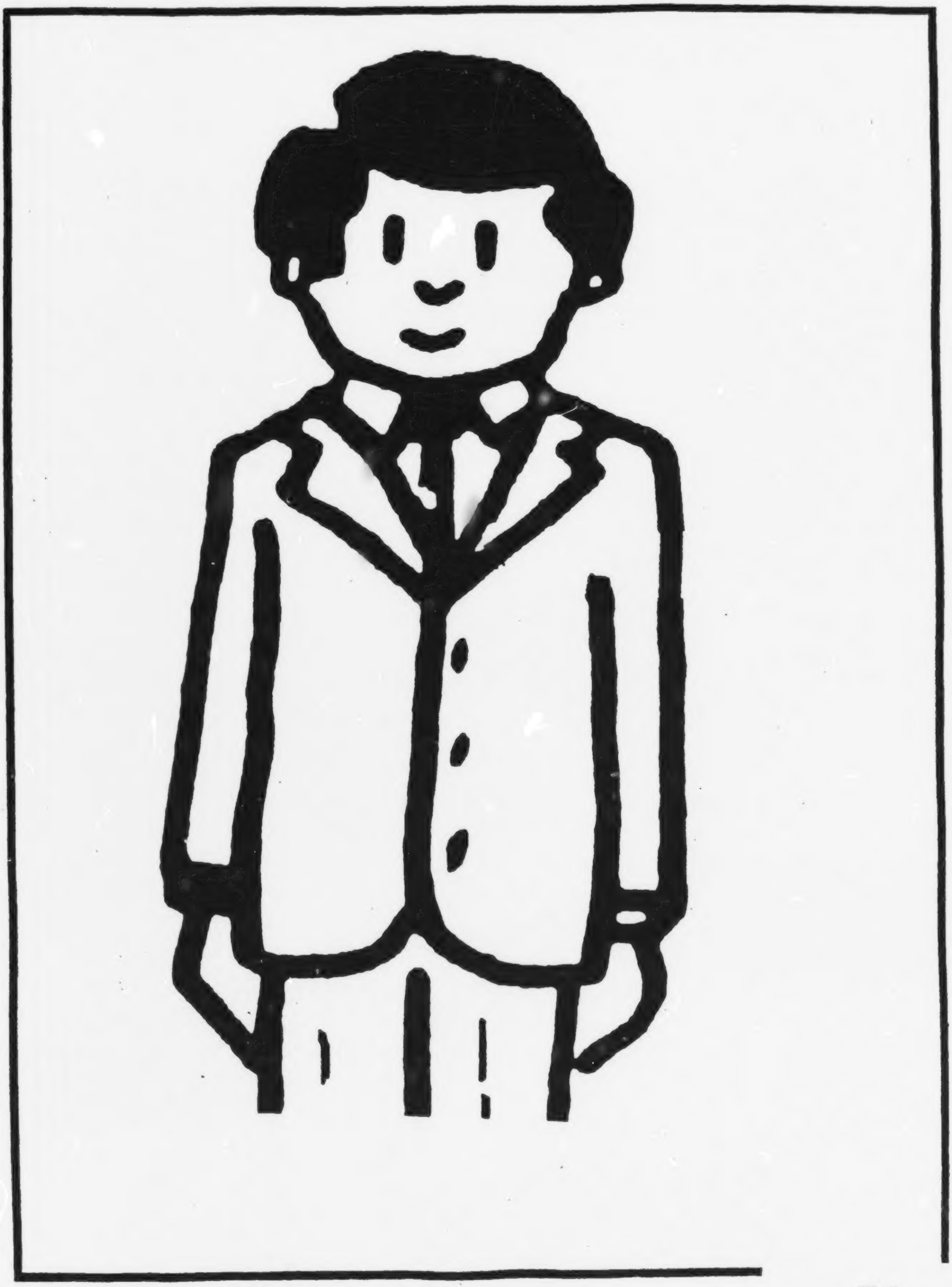

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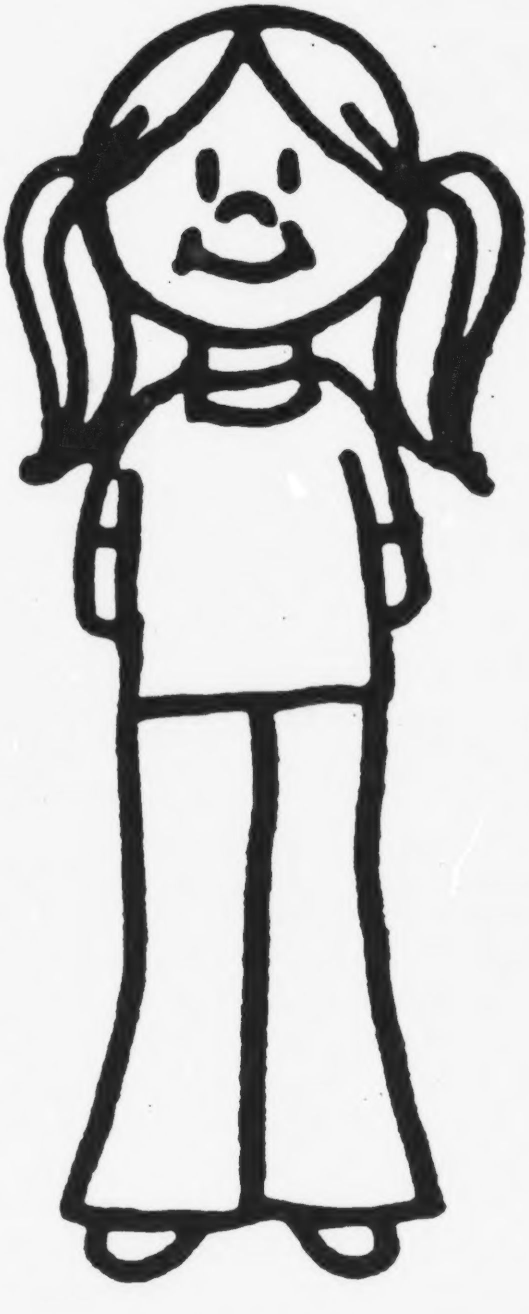

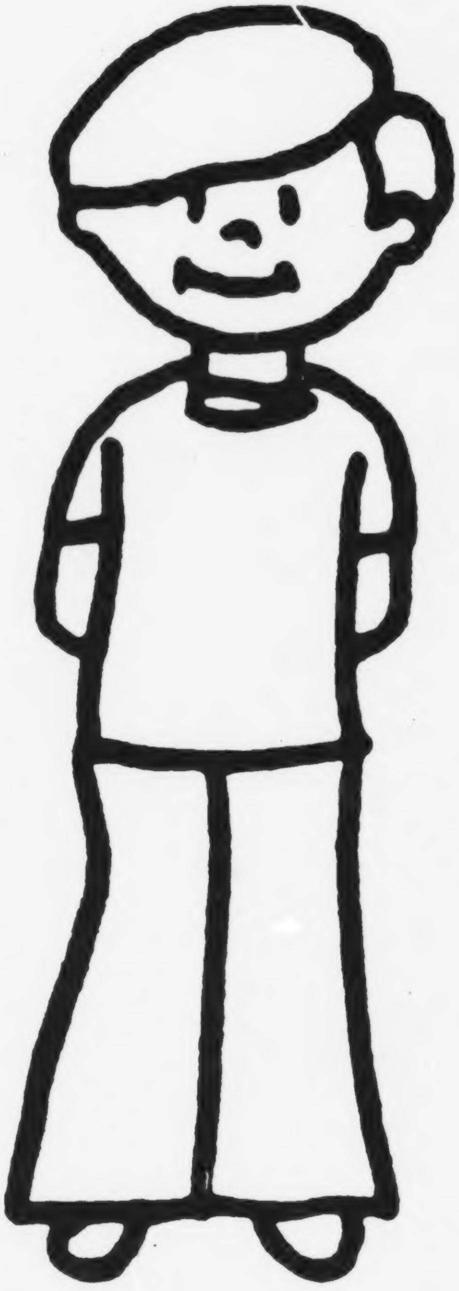

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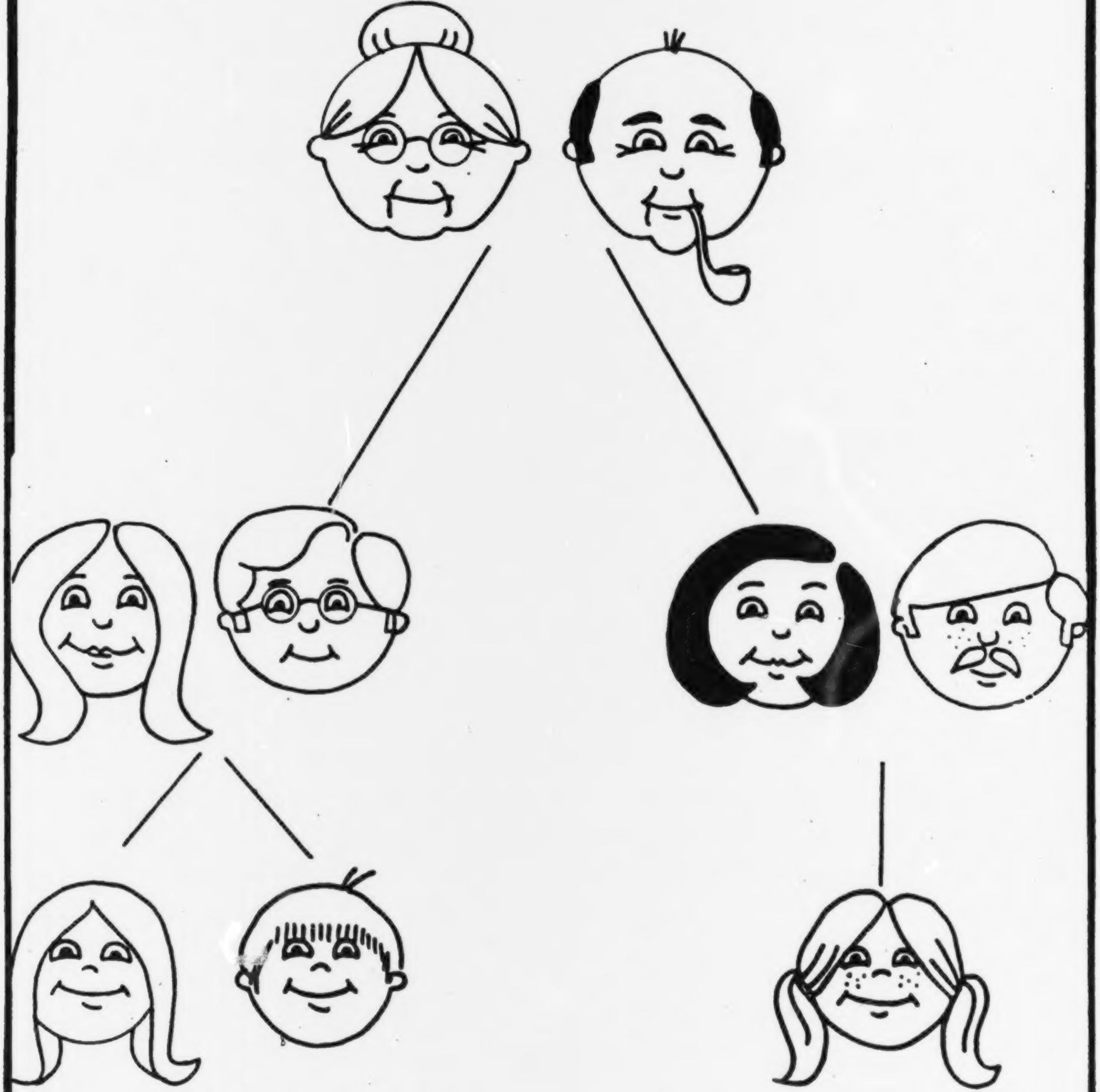

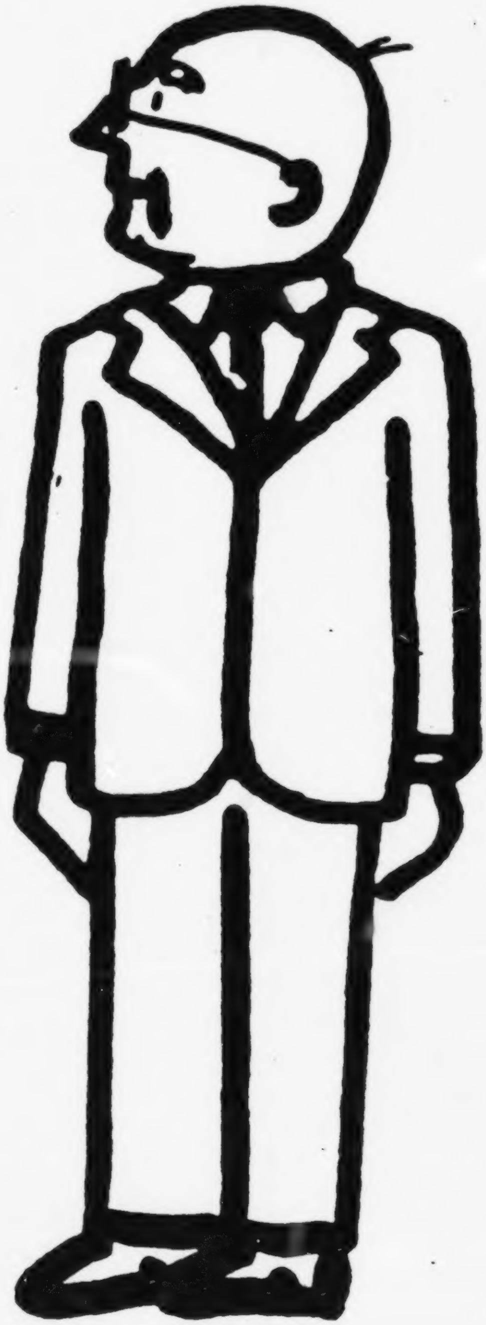

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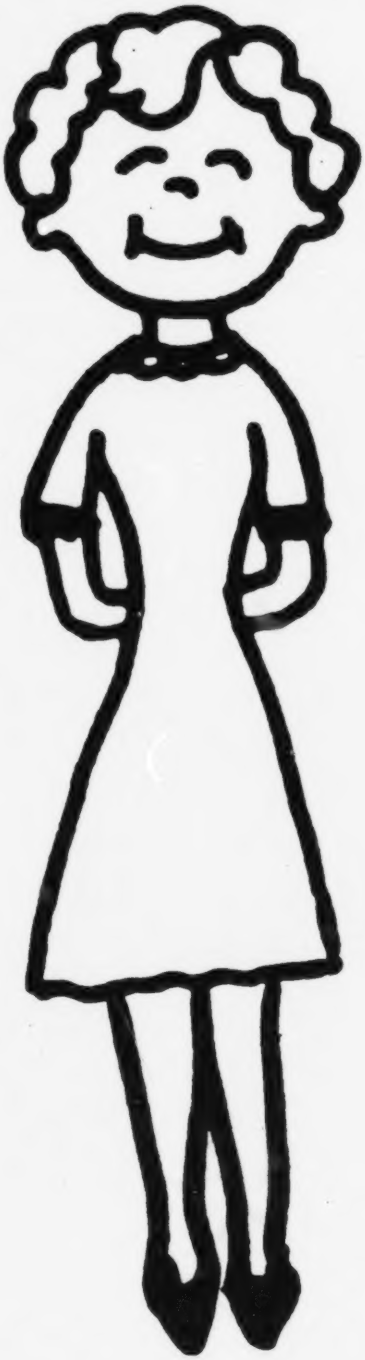

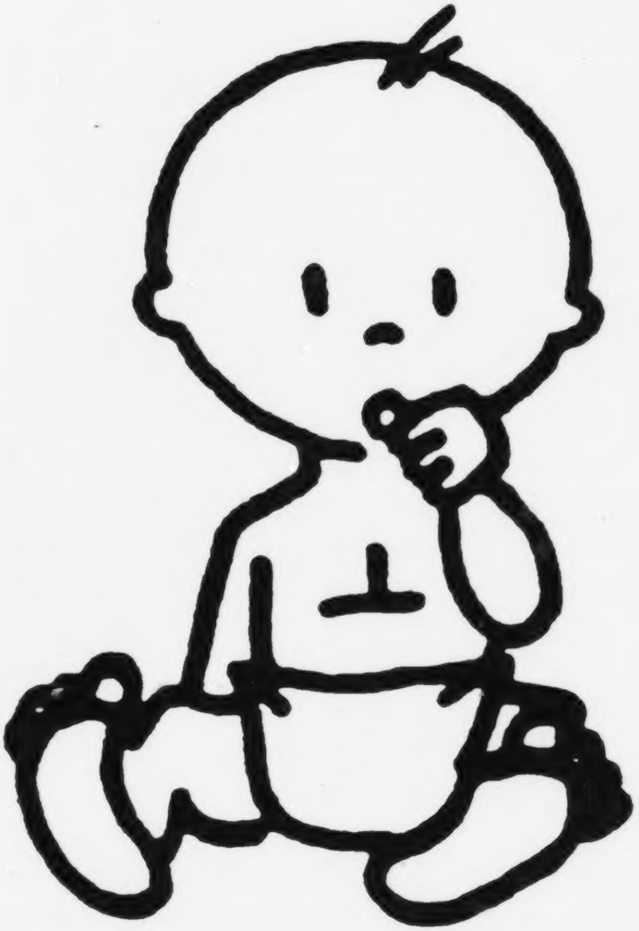

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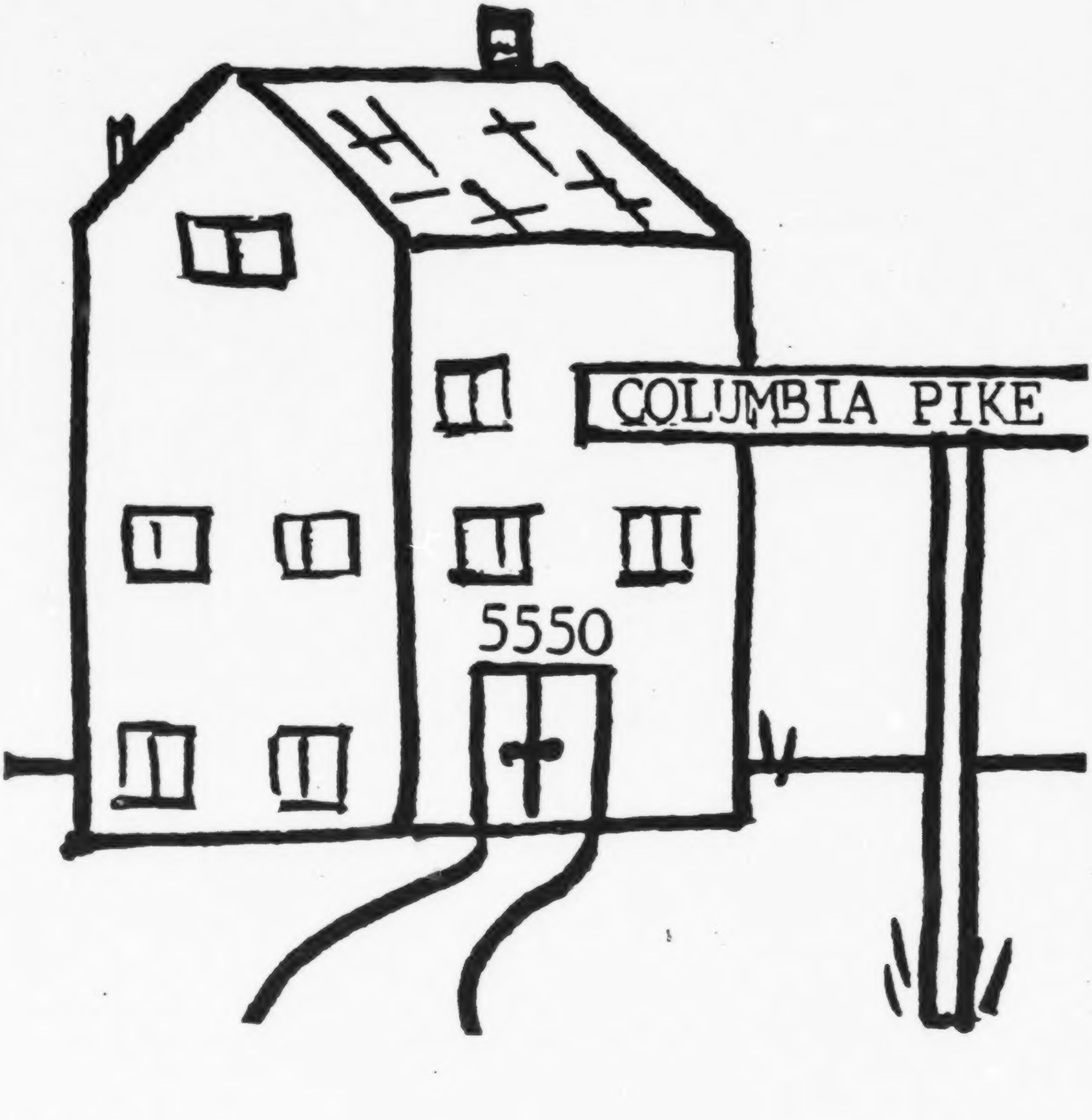
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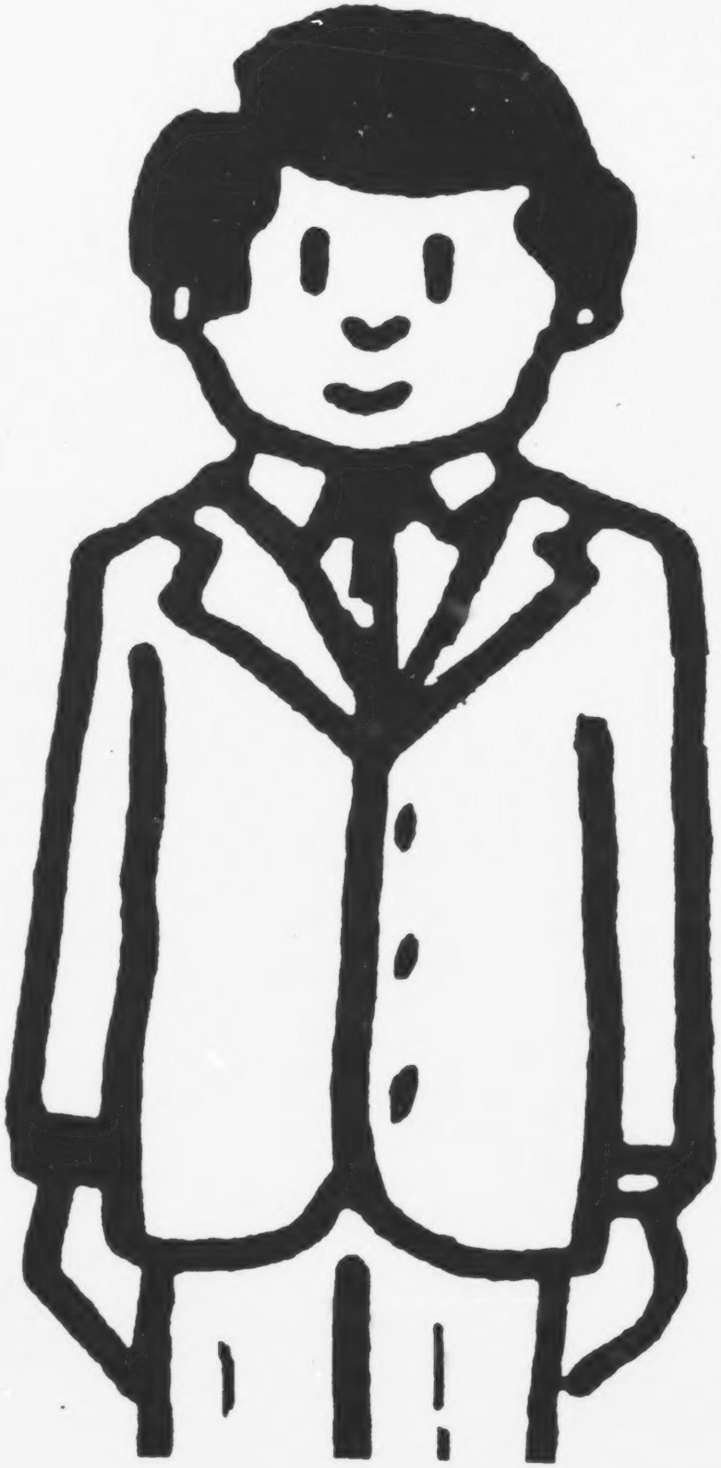

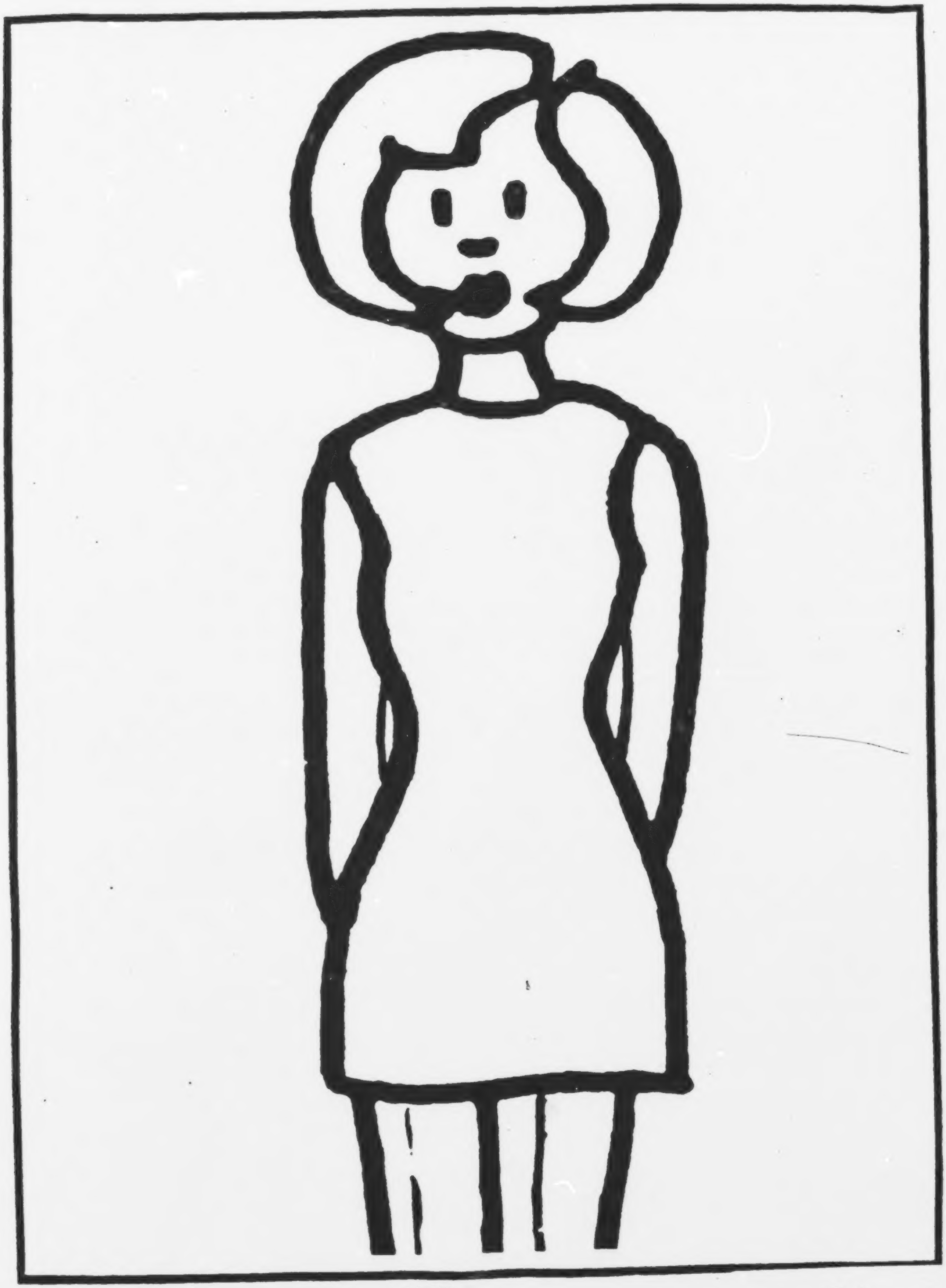

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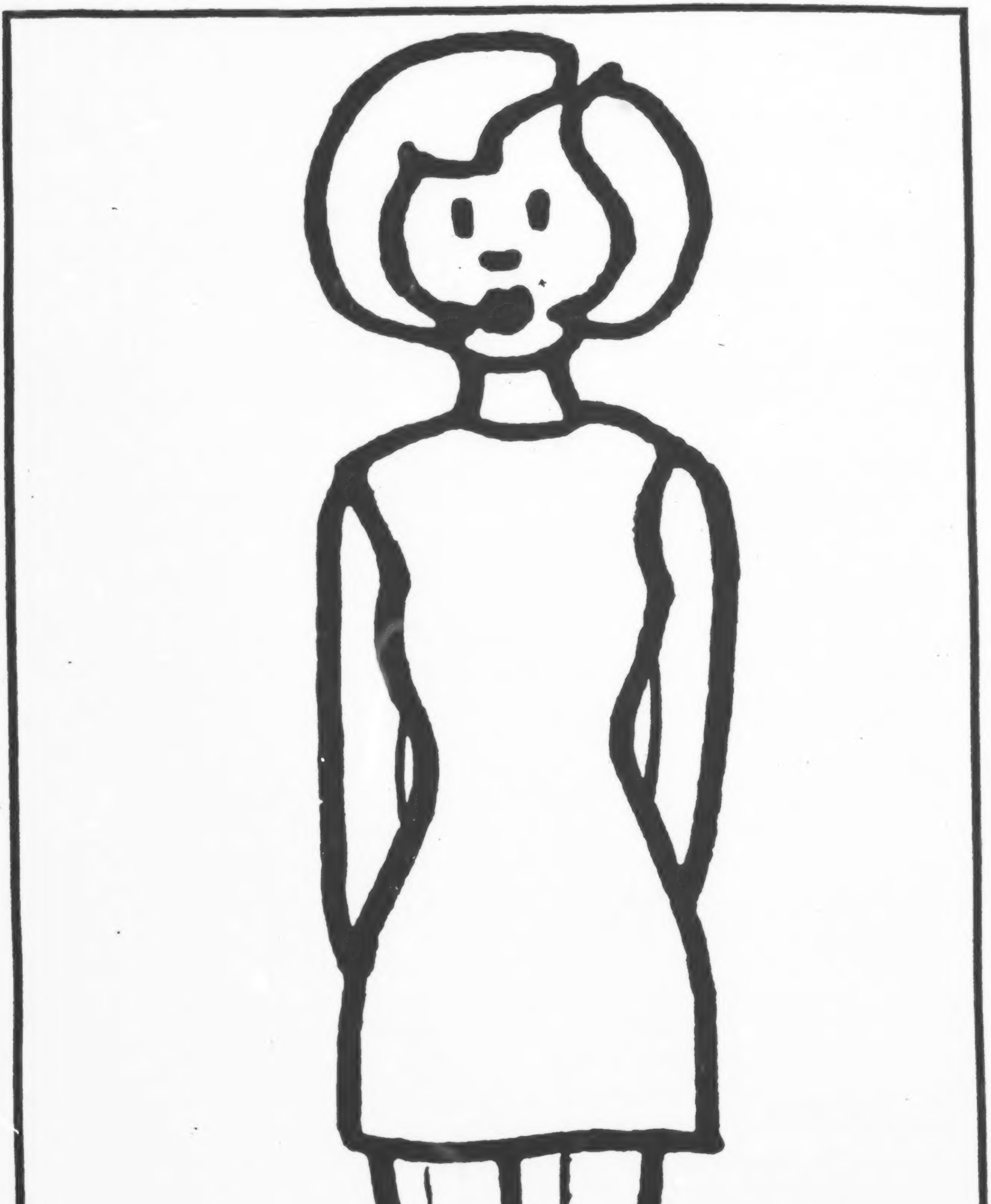

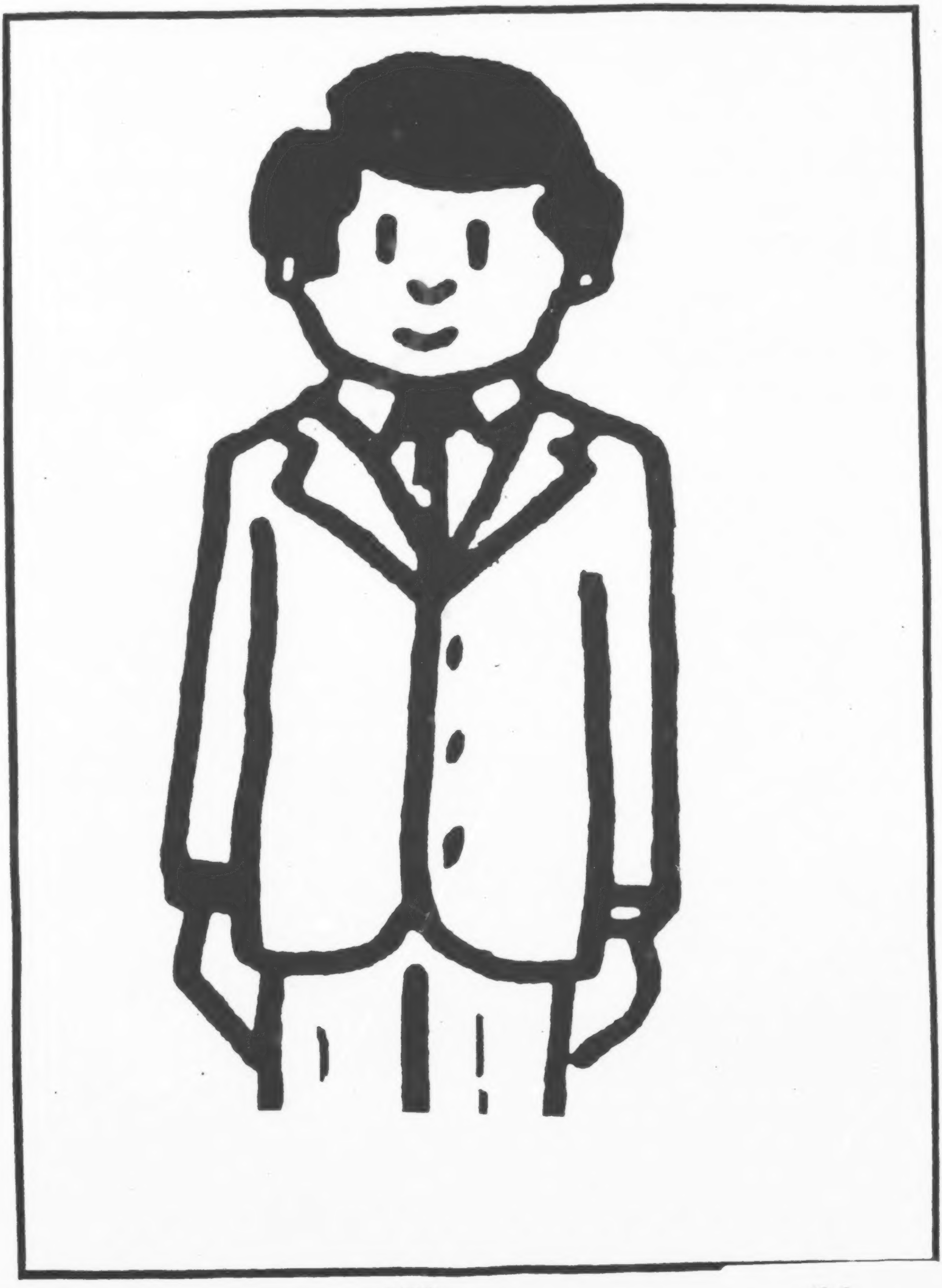

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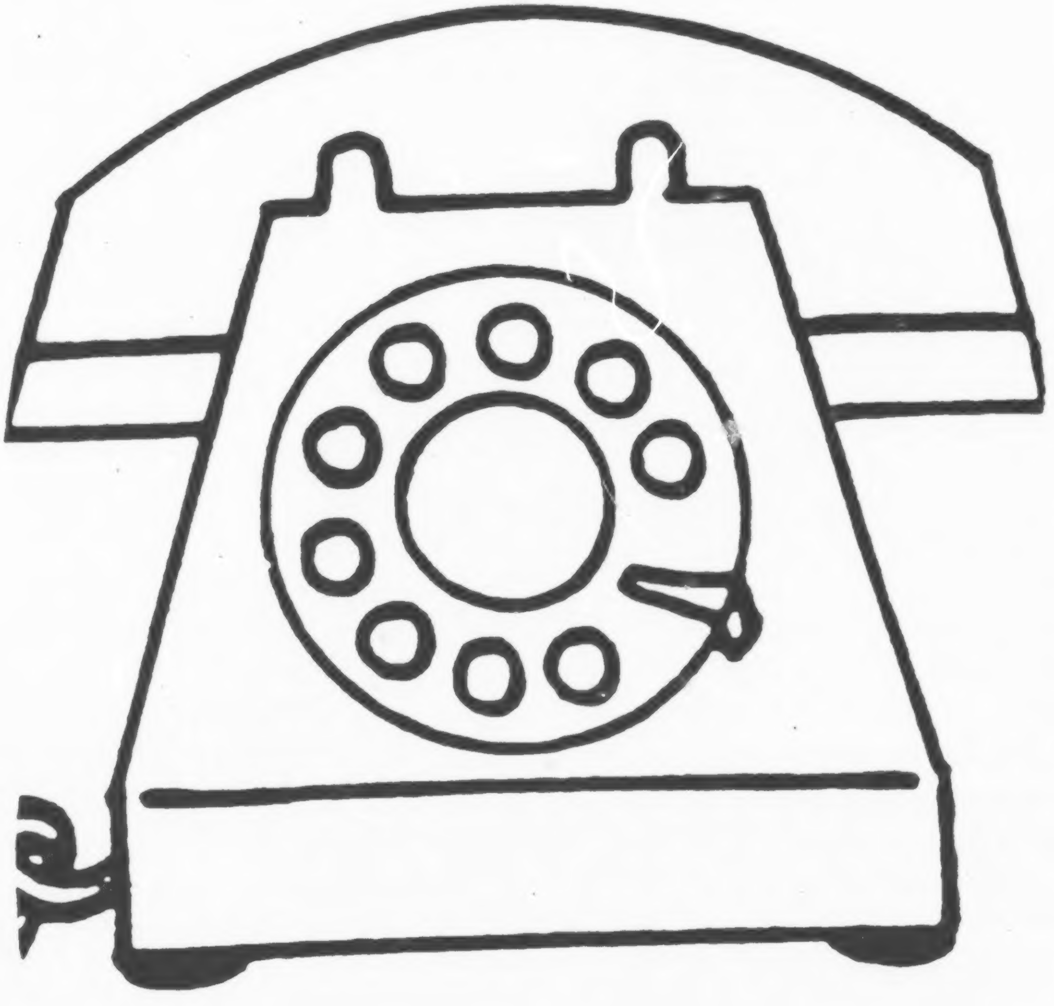

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NAME

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MARRIED

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MALE

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NATIVE
COUNTRY

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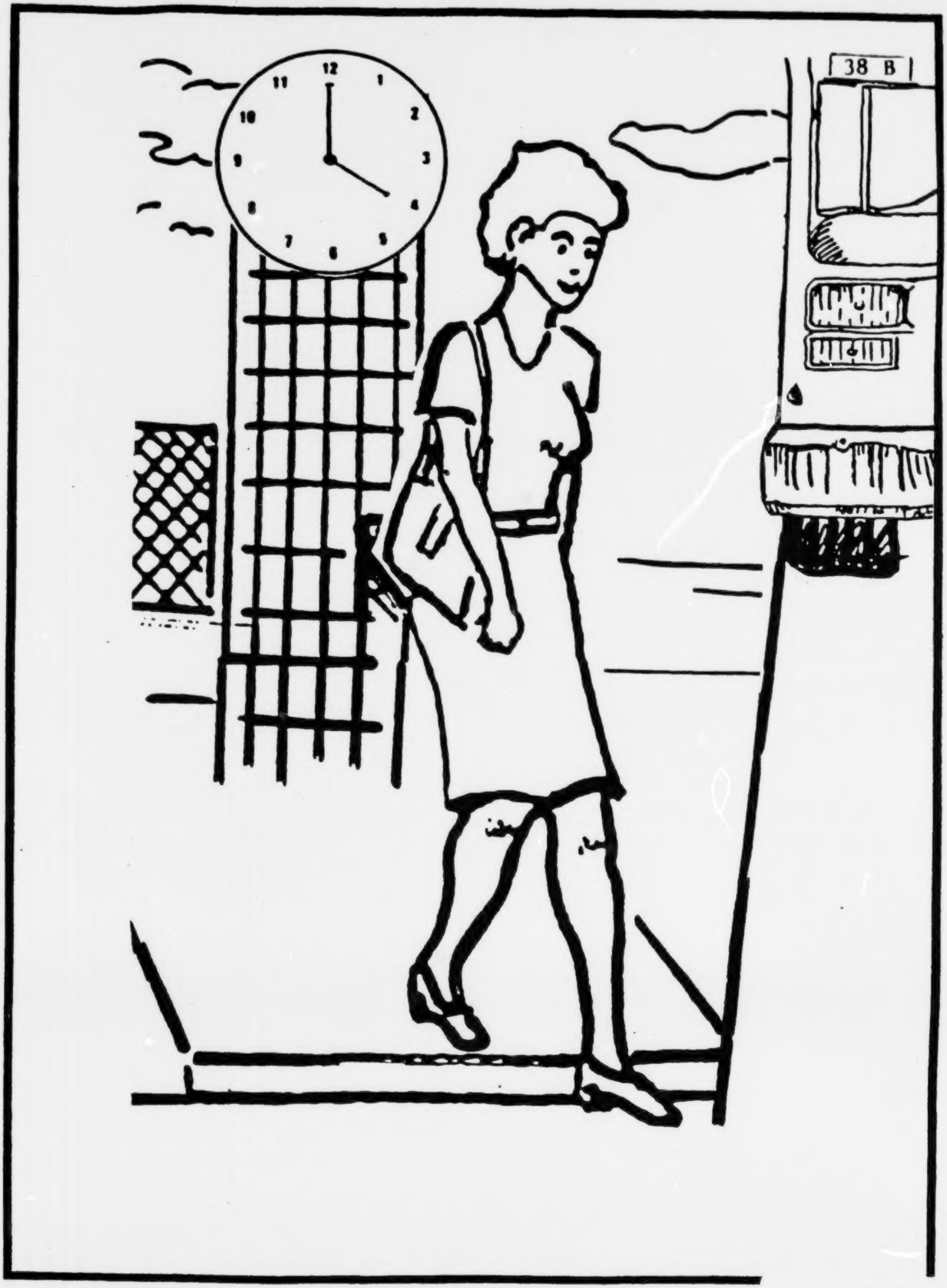
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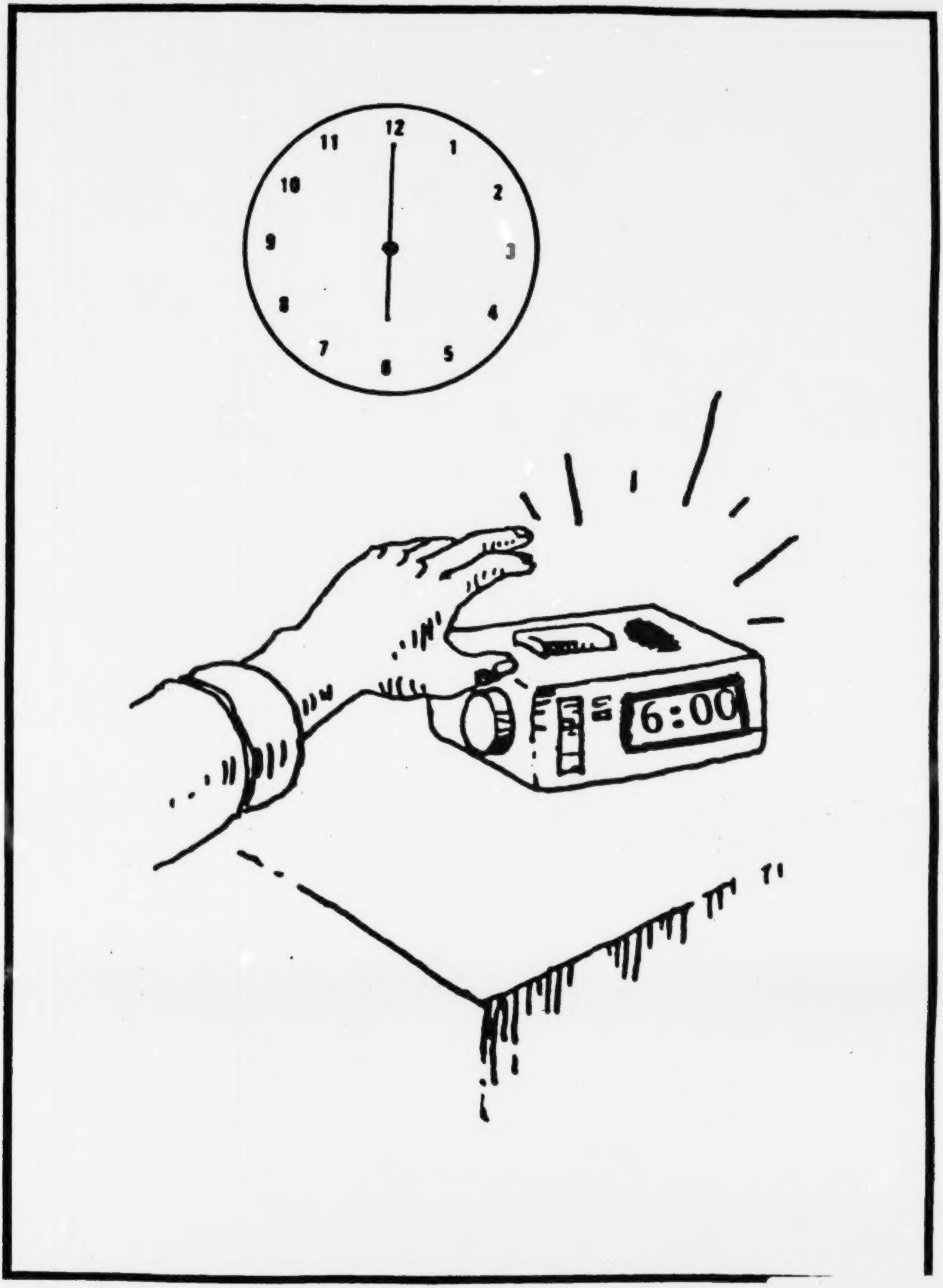
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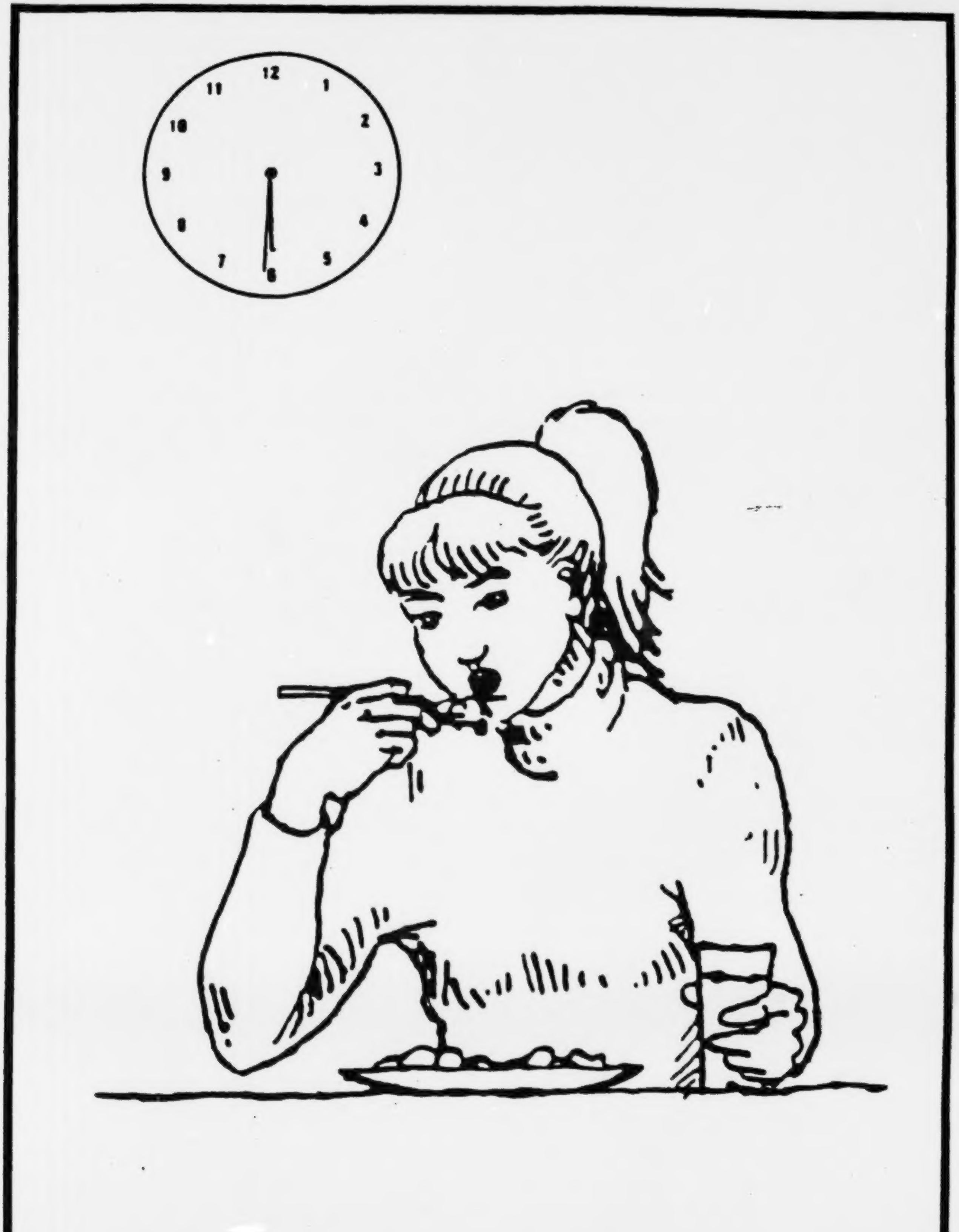
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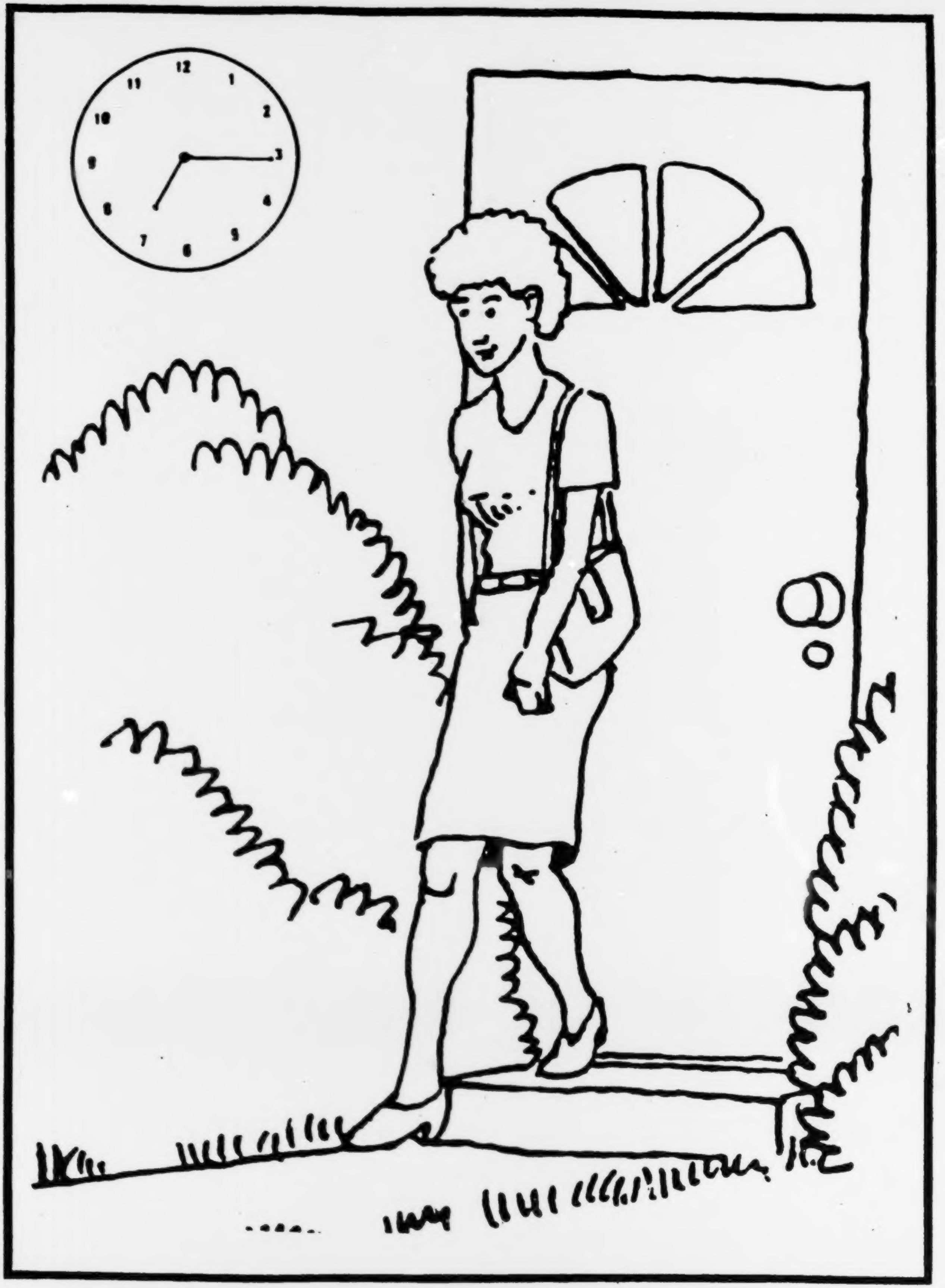
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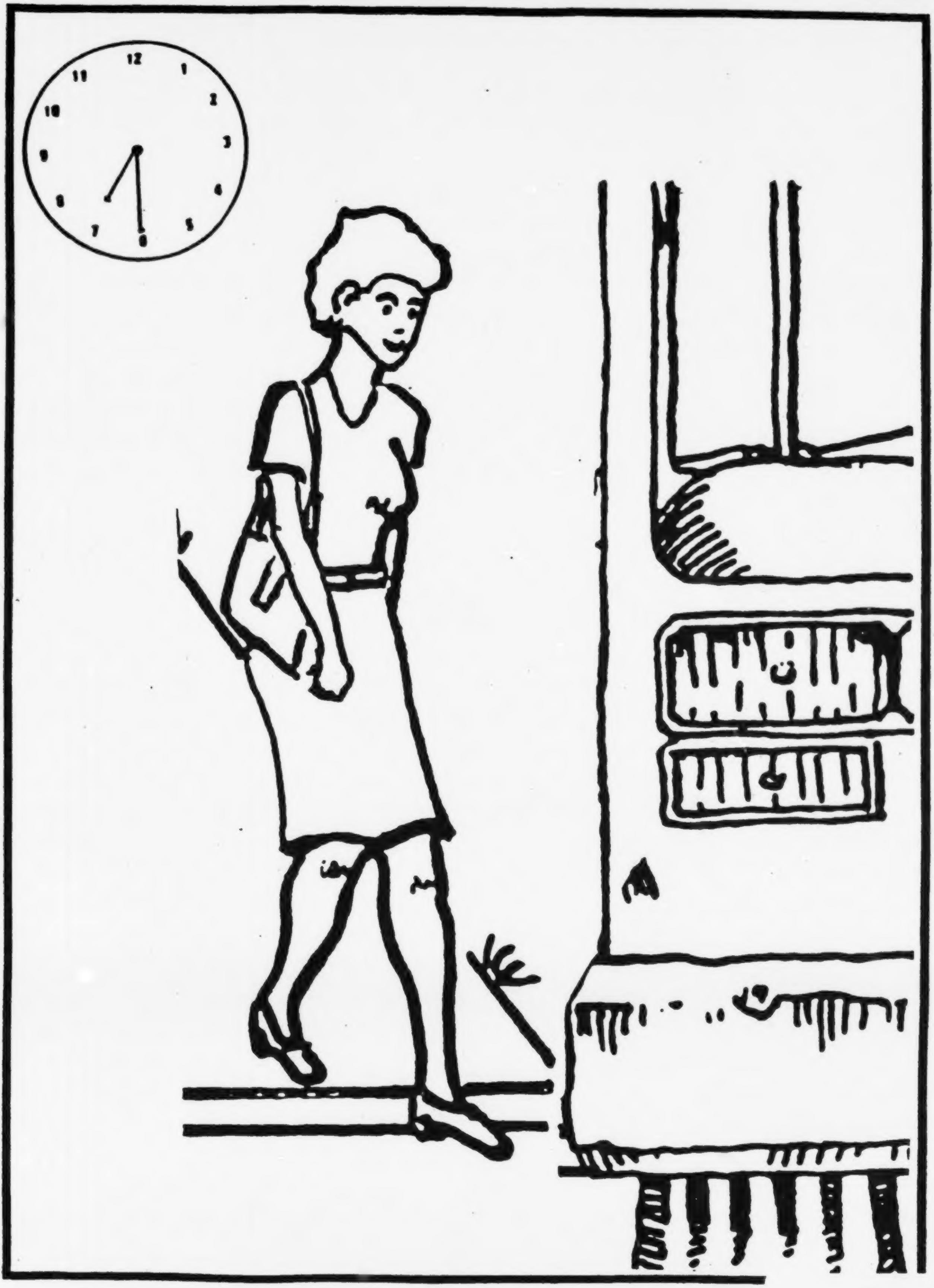
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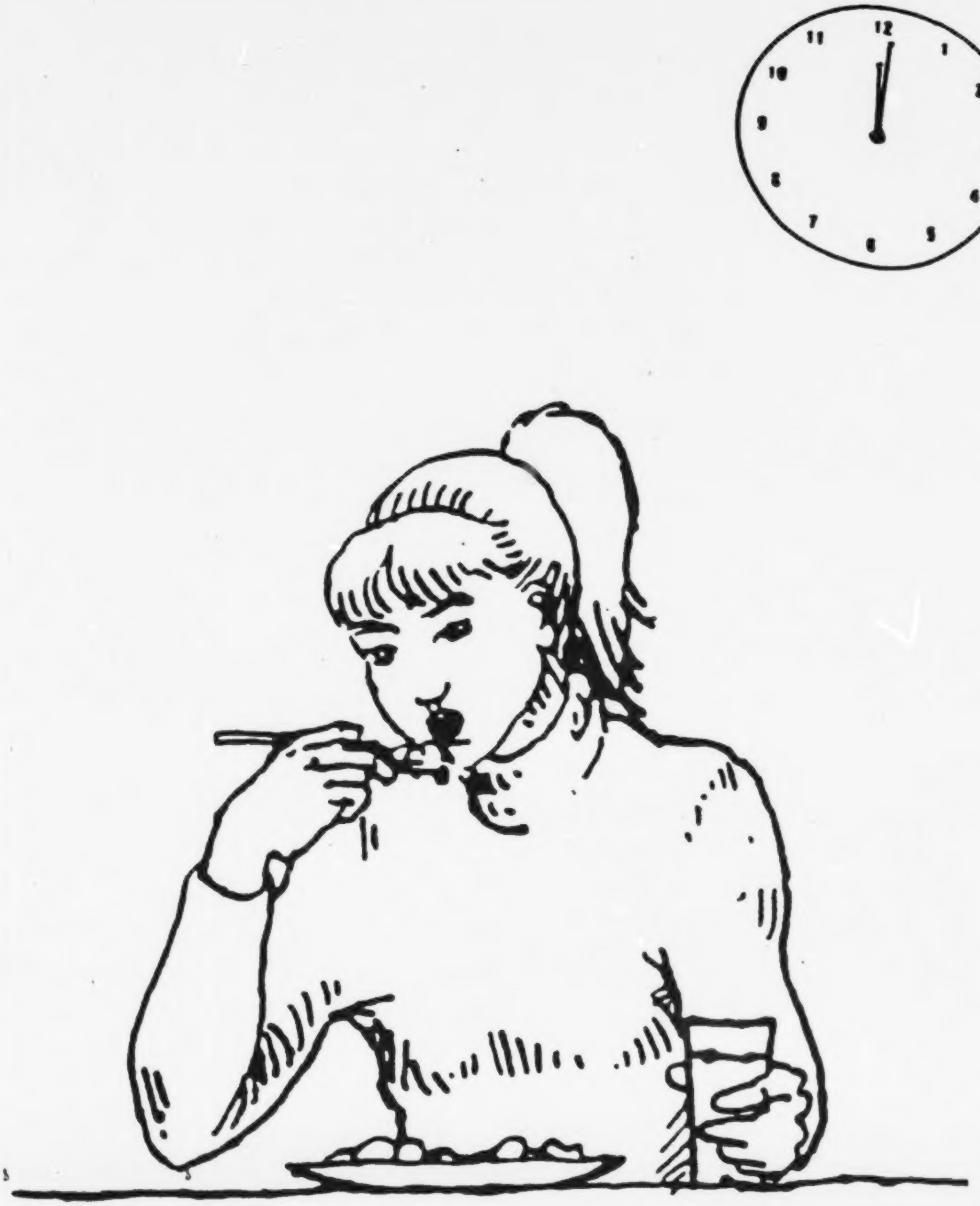
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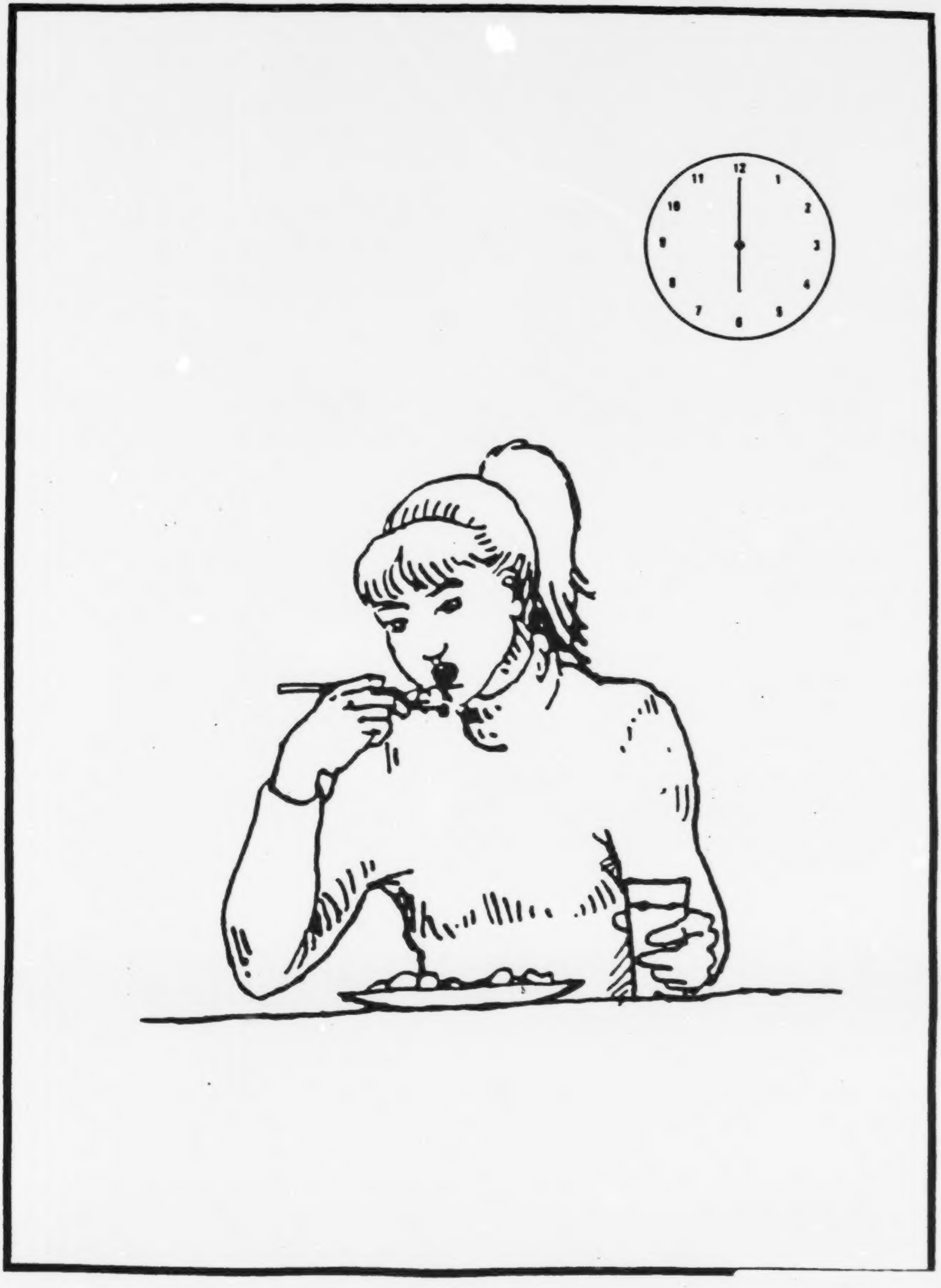
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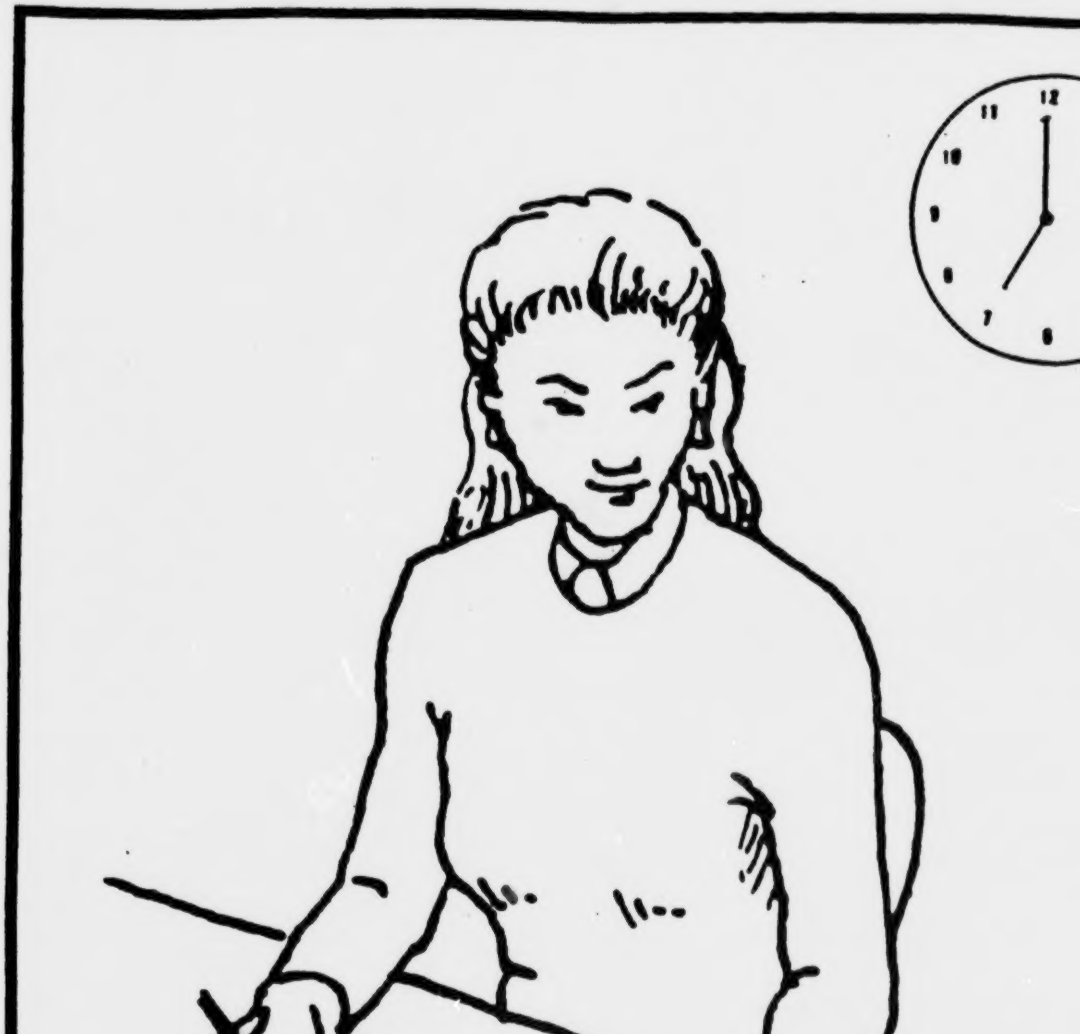
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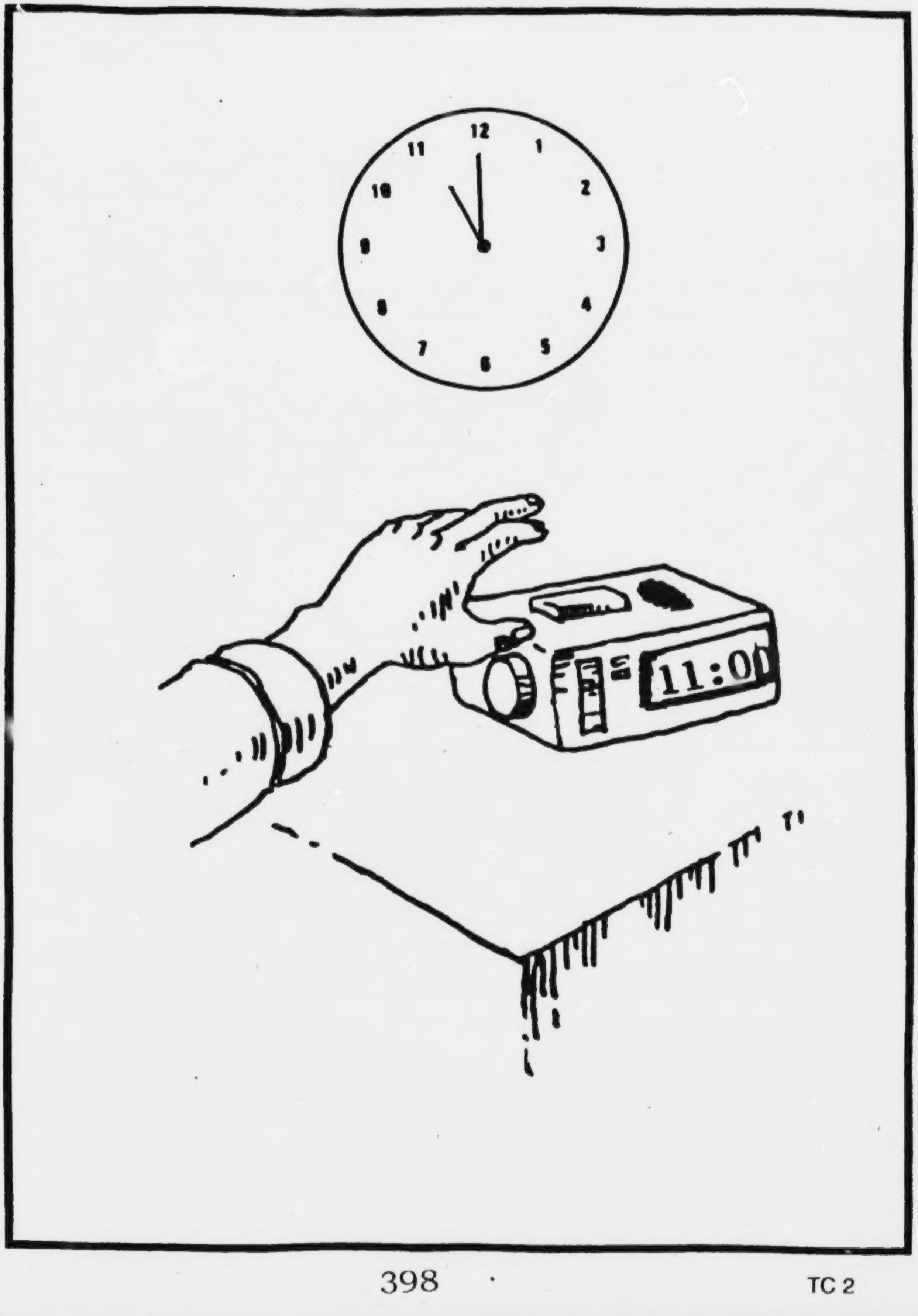
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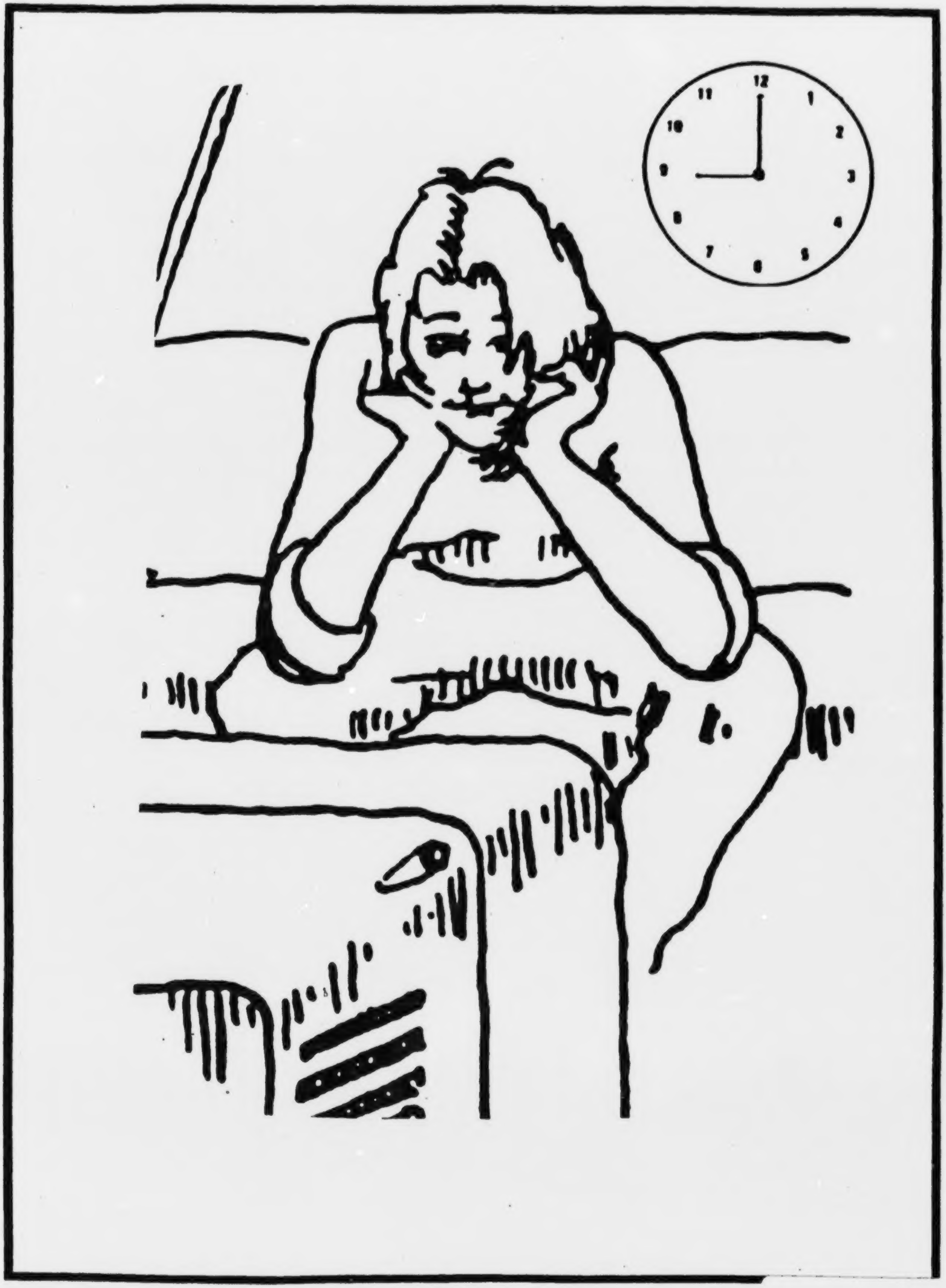
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TC 2

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
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SUNDAY

MONDAY

TUESDAY

WEDNESDAY

THURSDAY

FRIDAY

SATURDAY

SUN.

MON.

TUE.

WED.

THU.

FRI.

SAT.

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
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8	9	10	11	12	13	14
15	16	17	18	19	20	21
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January

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February

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March

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April

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May

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15	16	17	18	19	20	21
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29	30	31				

June

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			1	2	3	4
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12	13	14	15	16	17	18
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July

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3	4	5	6	7	8	9
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24	25	26	27	28	29	30
31						

August

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28	29	30	31			

September

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25	26	27	28	29	30	

October

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30	31					

November

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27	28	29	30			

December

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11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

JANUARY

FEBRUARY

MARCH

APRIL

MAY

JUNE

JULY

AUGUST

SEPTEMBER

OCTOBER

NOVEMBER

DECEMBER

JAN.

FEB.

MAR.

APR.

AUG.

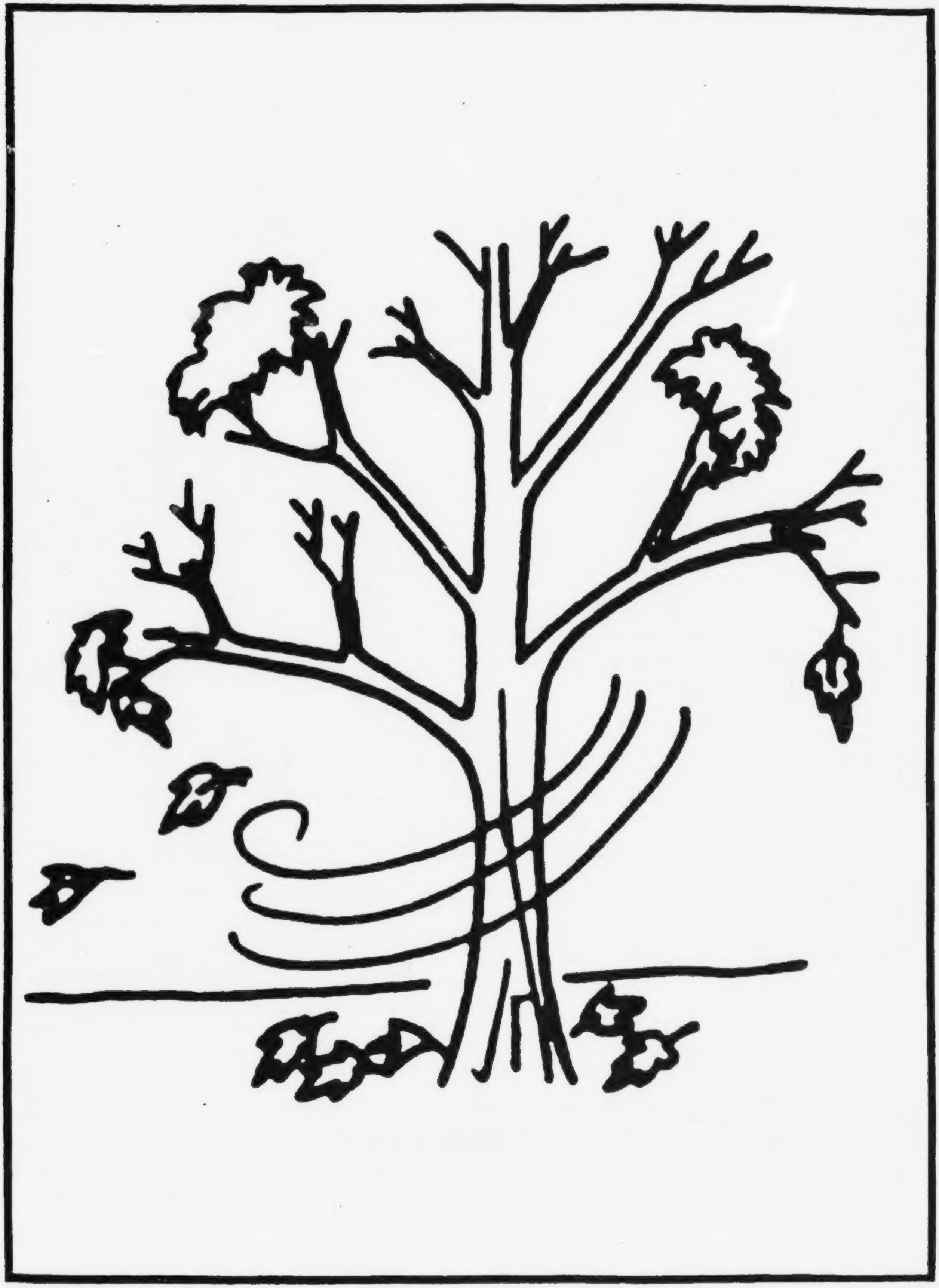
SEPT.

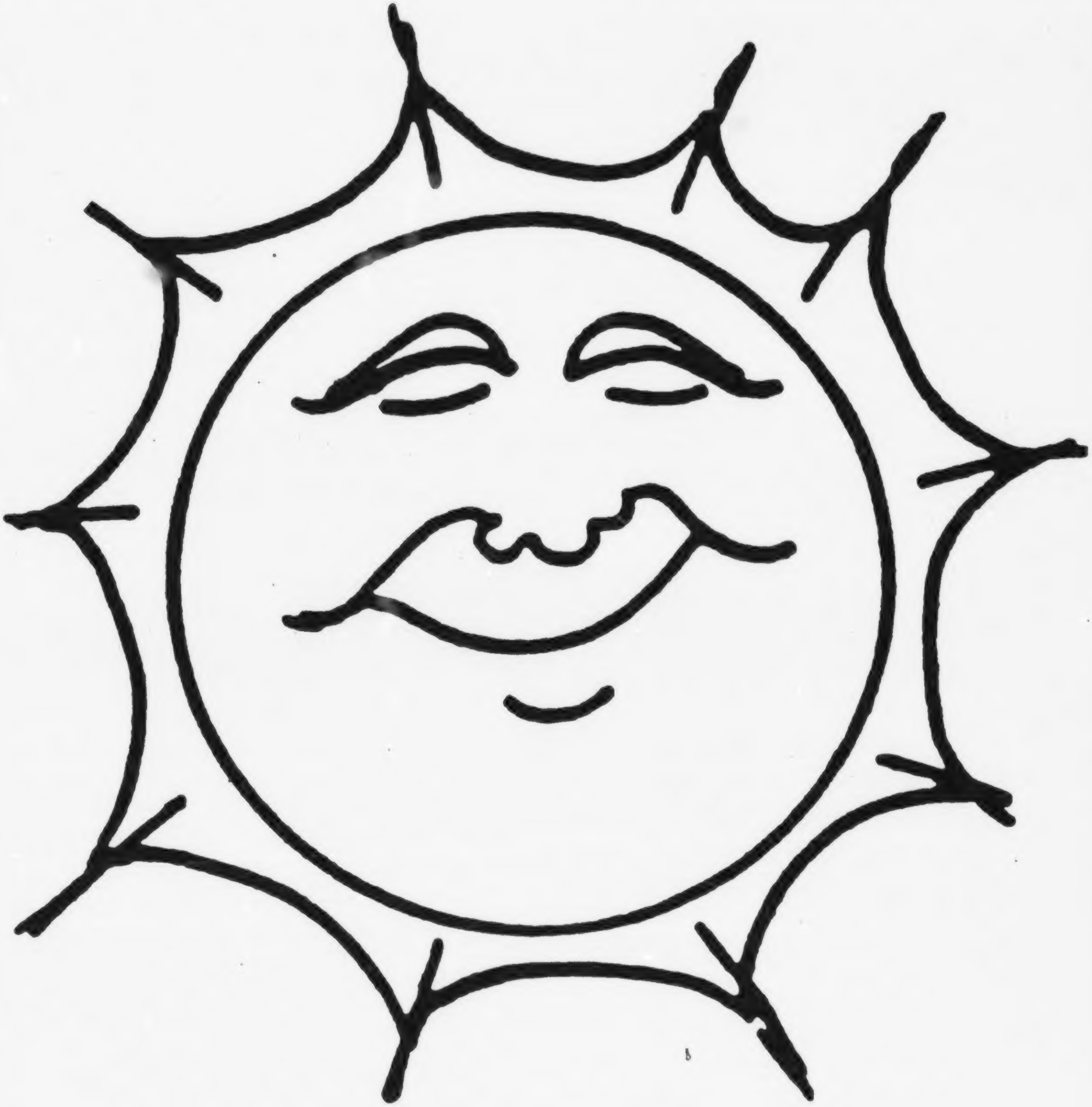
OCT.

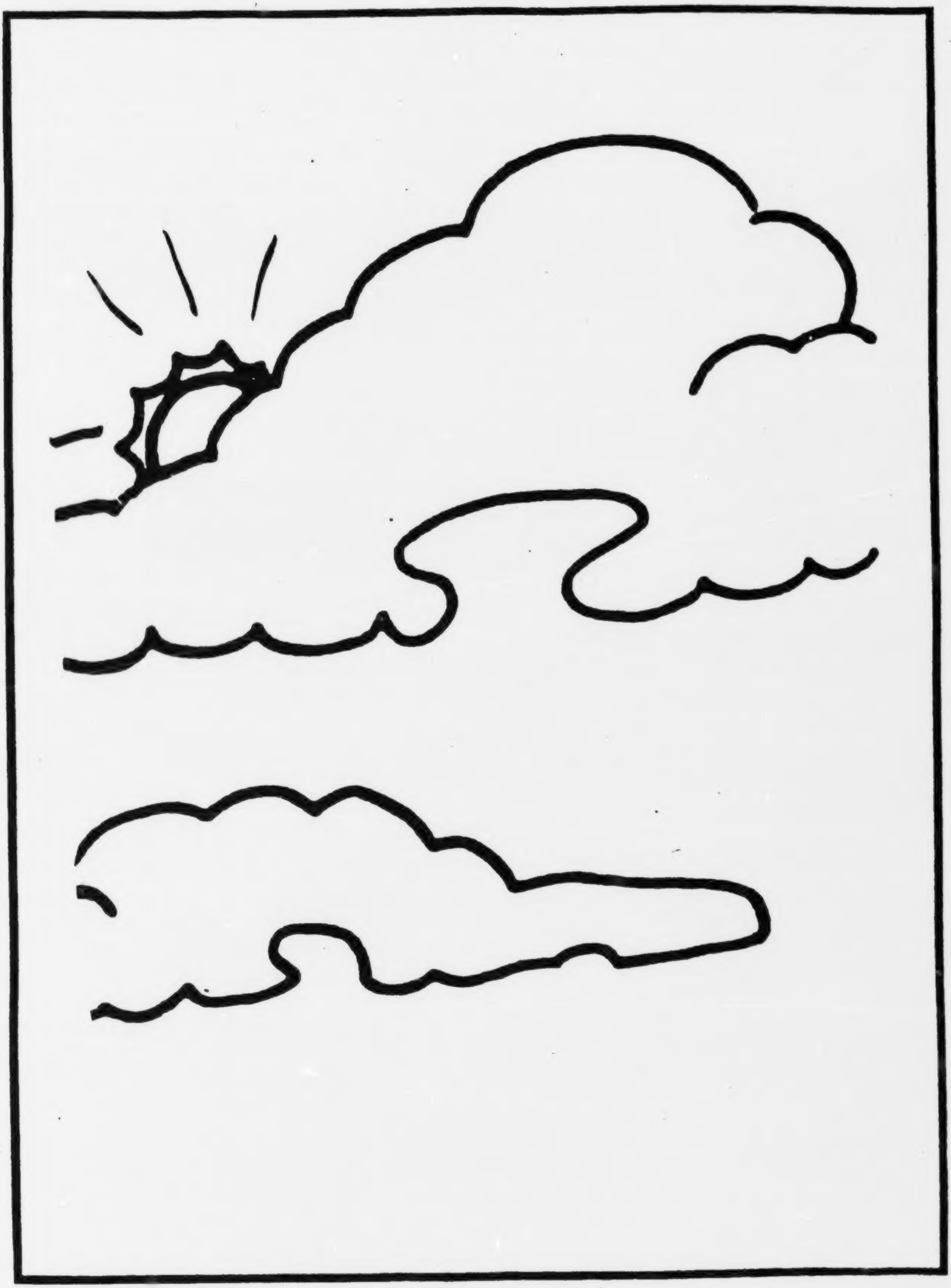
NOV.

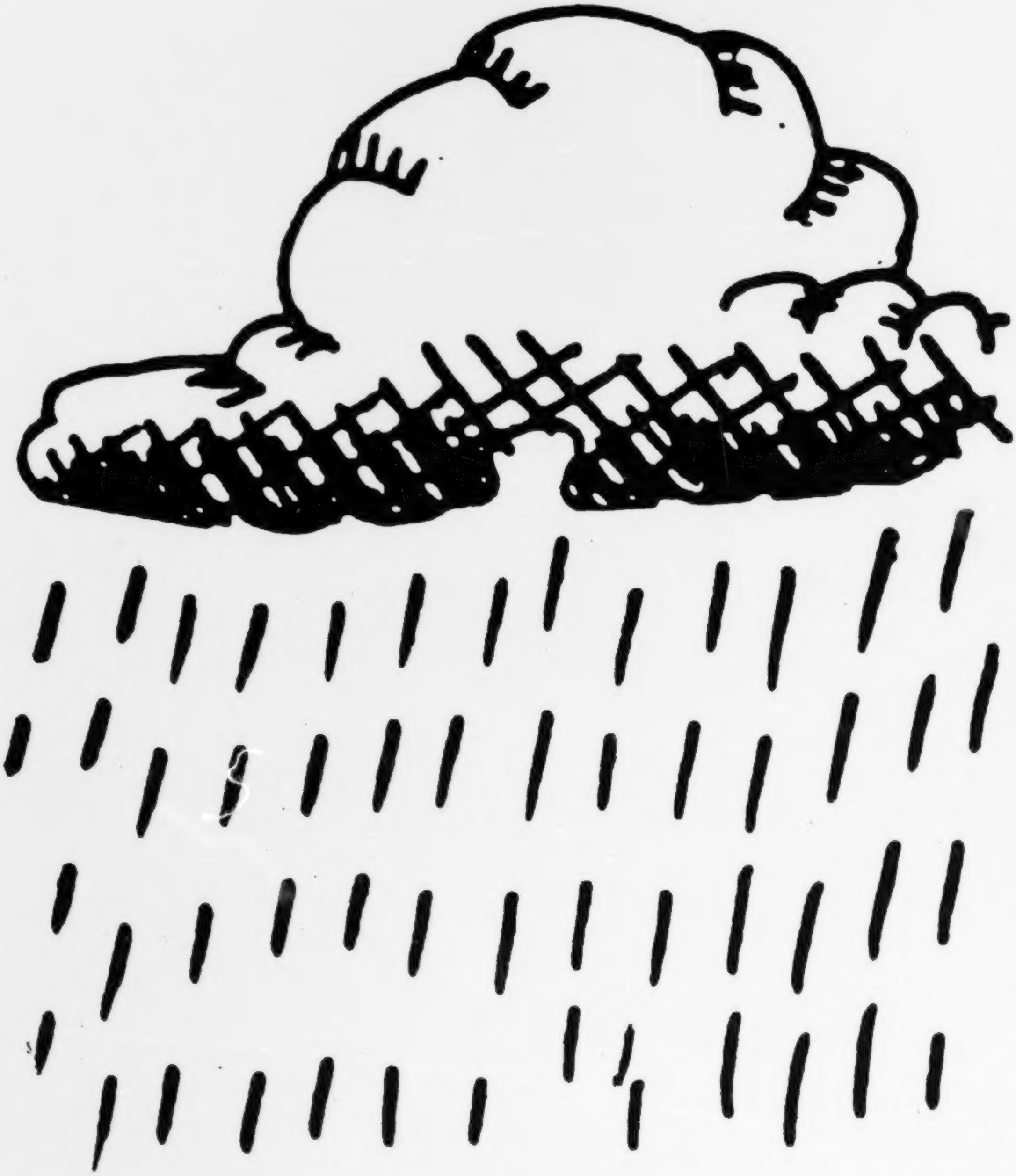
DEC.

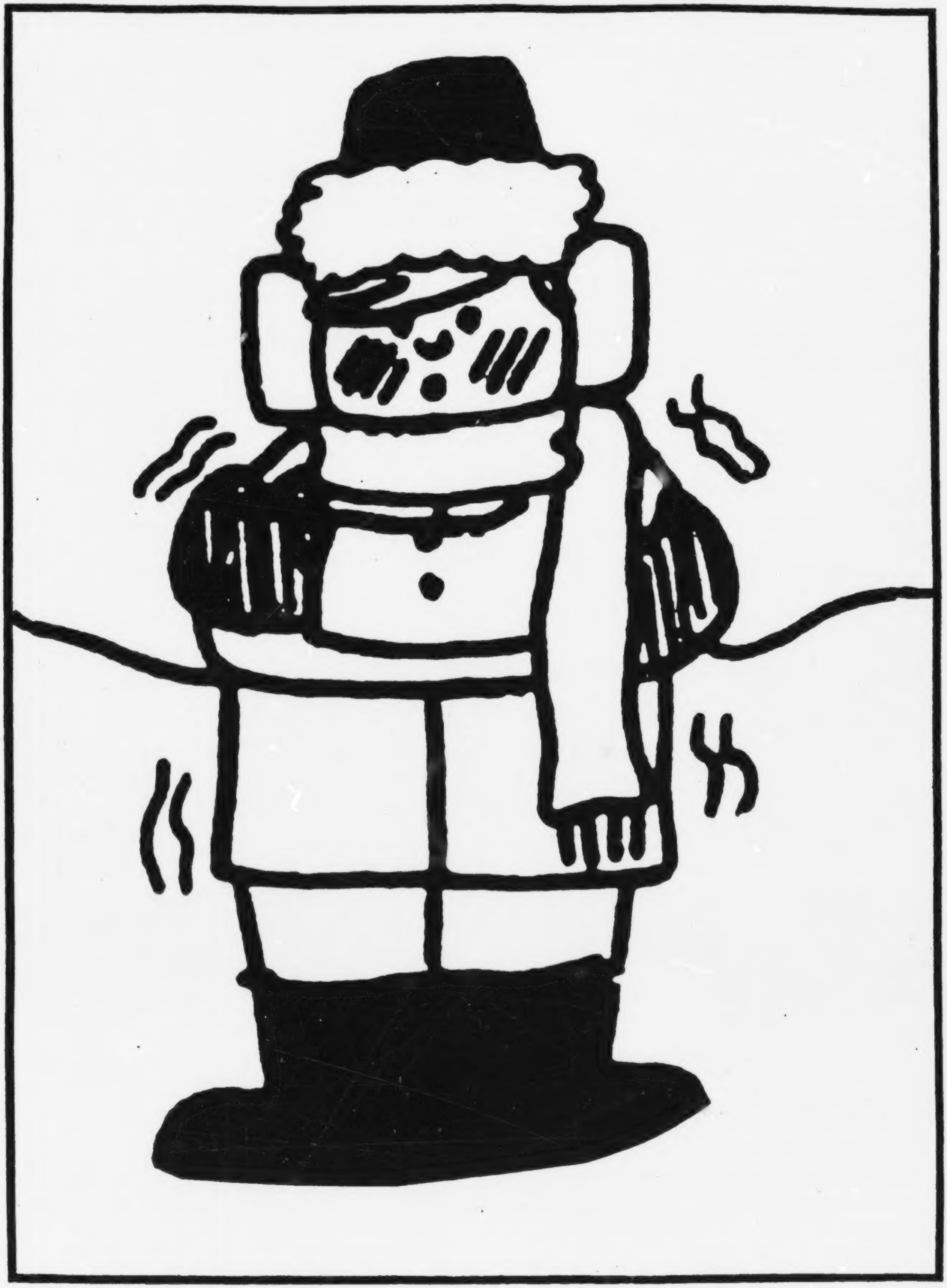
3

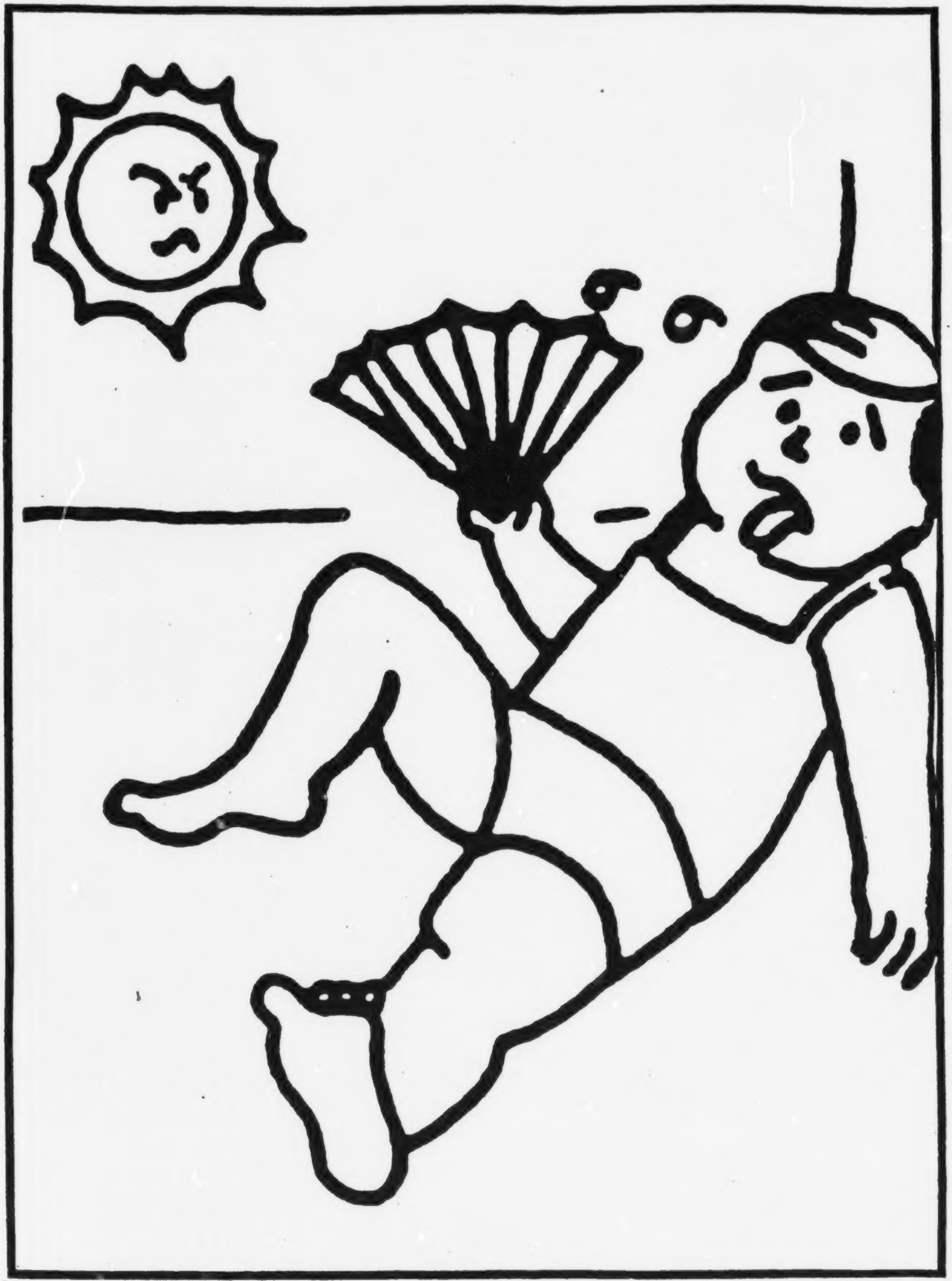












January

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30	31					

February

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27	28					

March

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April

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May

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22	23	24	25	26	27	28
29	30	31				

June

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July

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10	11	12	13	14	15	16
17	18	19	20	21	22	23
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31						

August

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7	8	9	10	11	12	13
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September

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18	19	20	21	22	23	24
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October

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9	10	11	12	13	14	15
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November

S	M	T	W	T	F	S
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6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

December

S	M	T	W	T	F	S
				1	2	3
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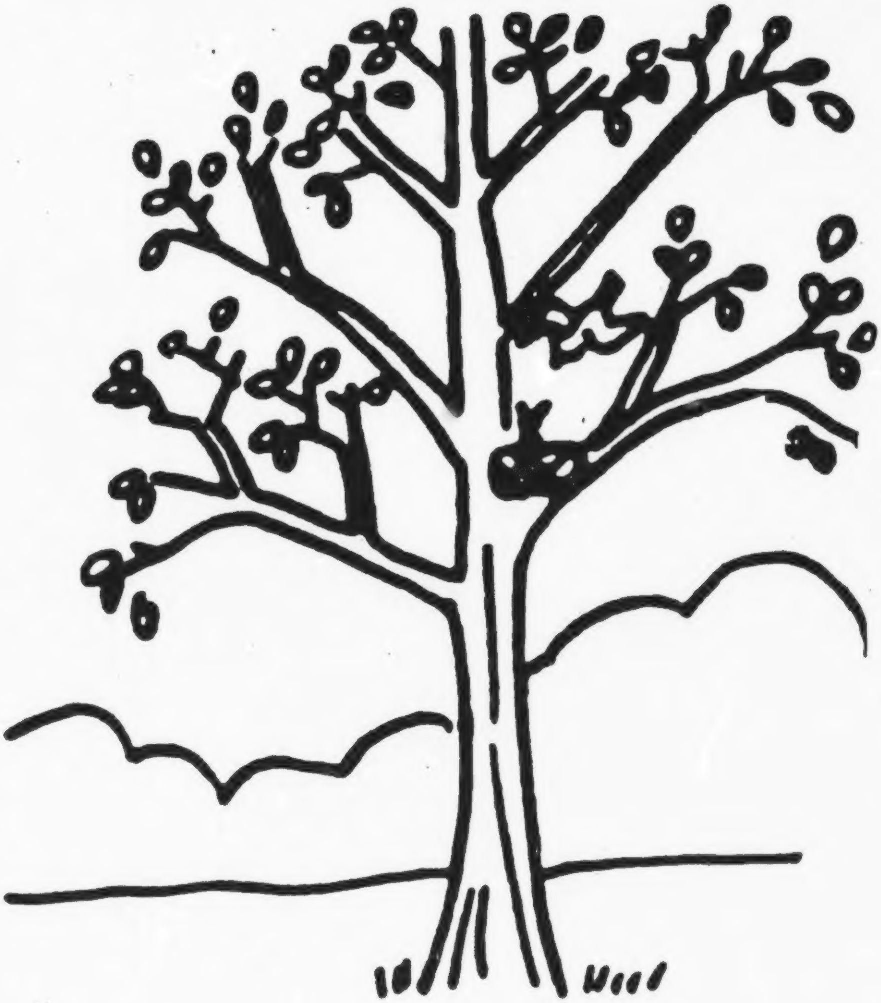

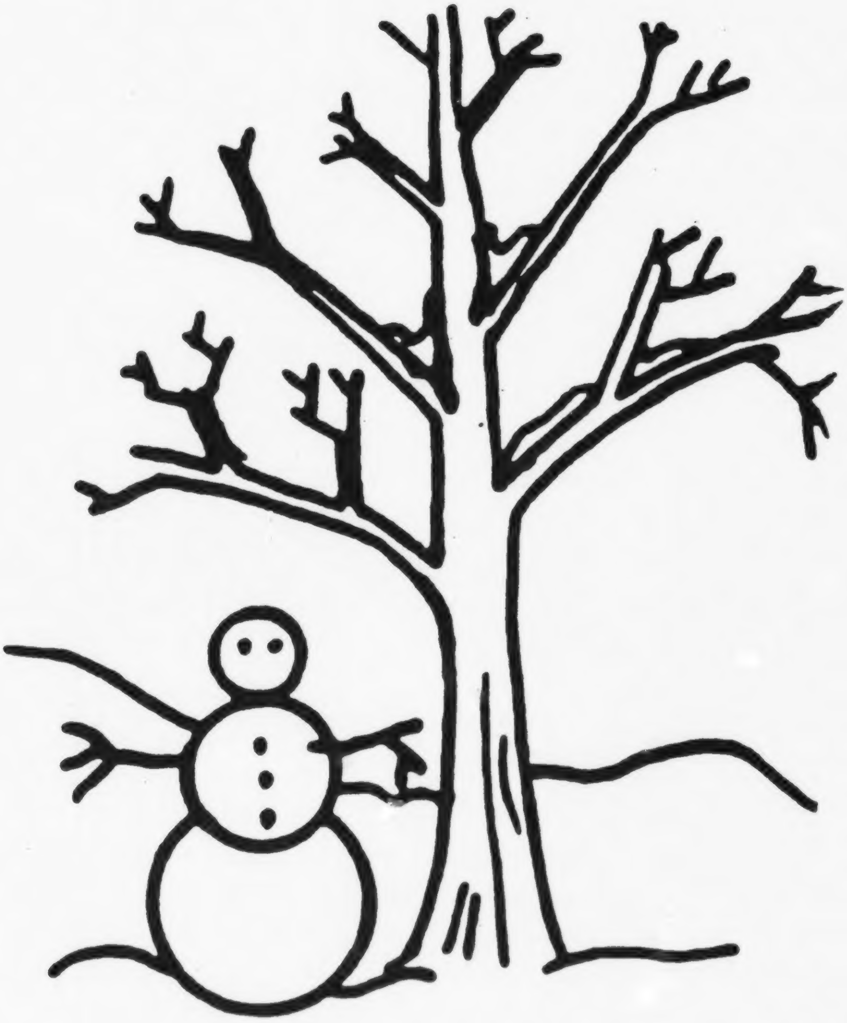

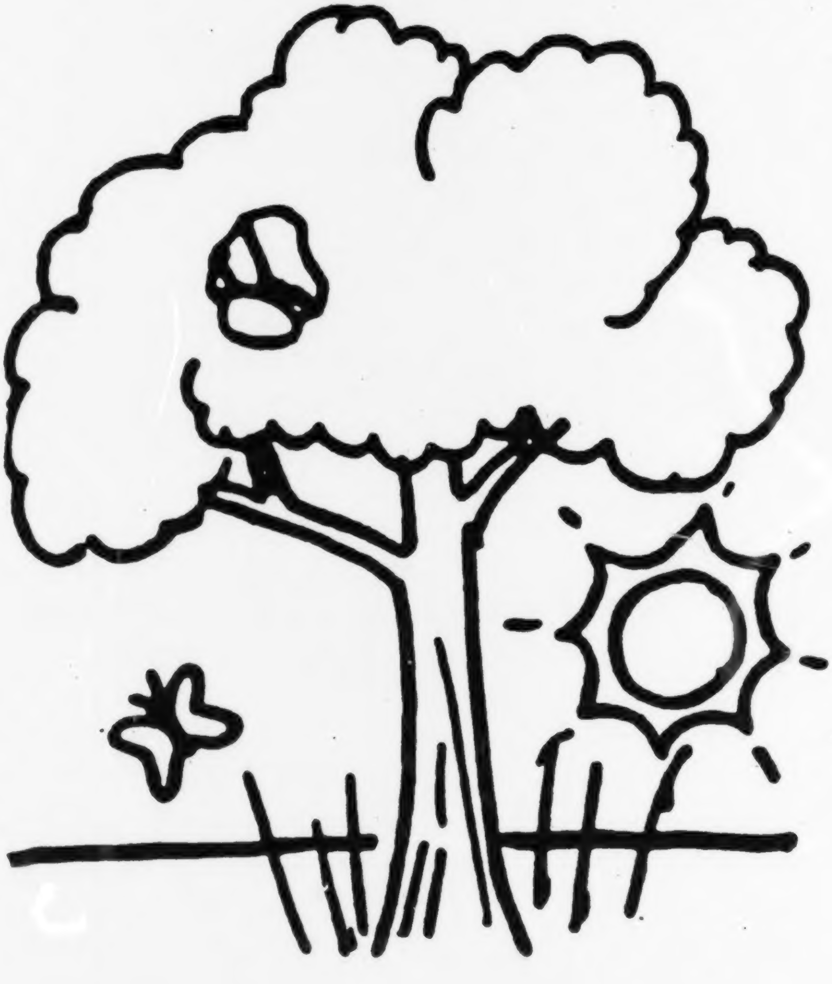

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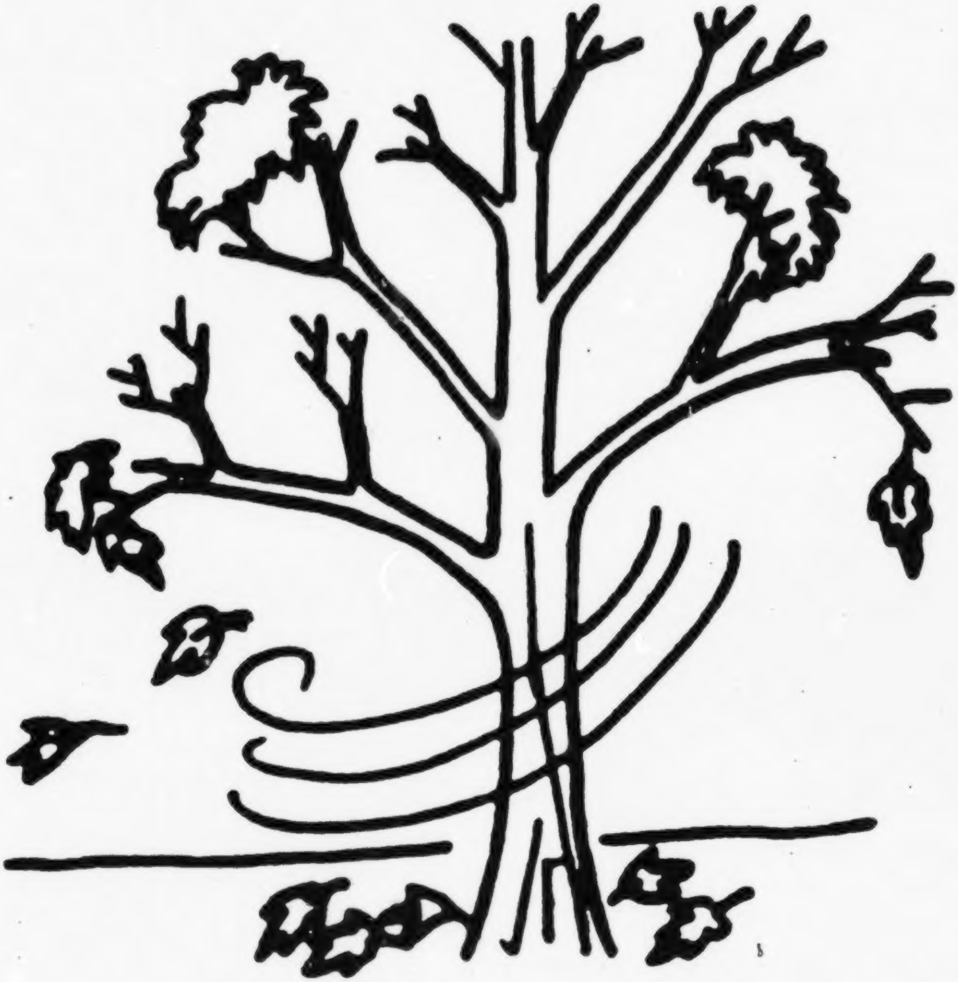

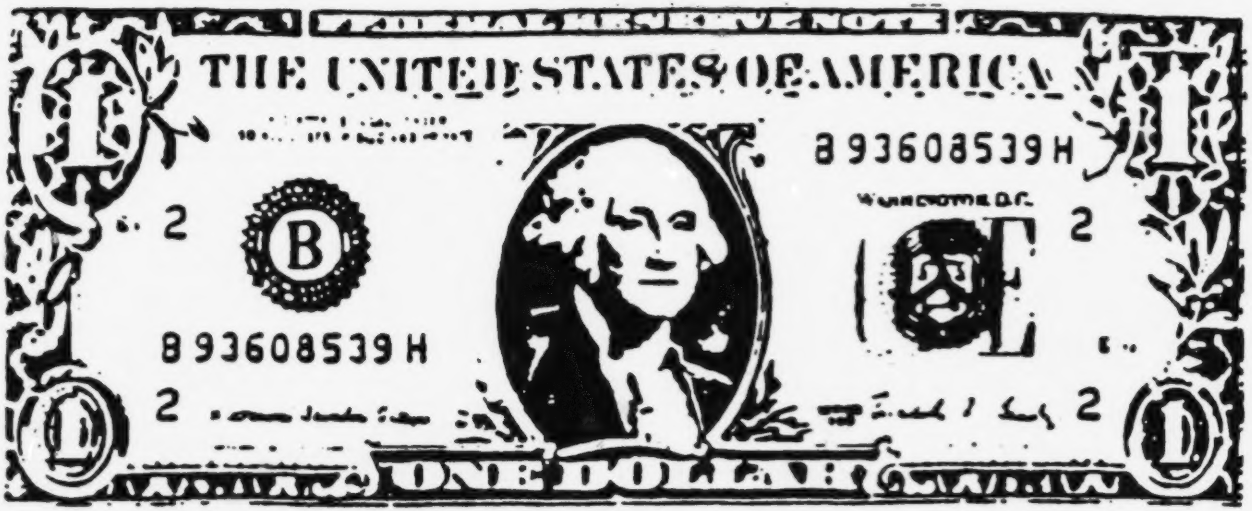
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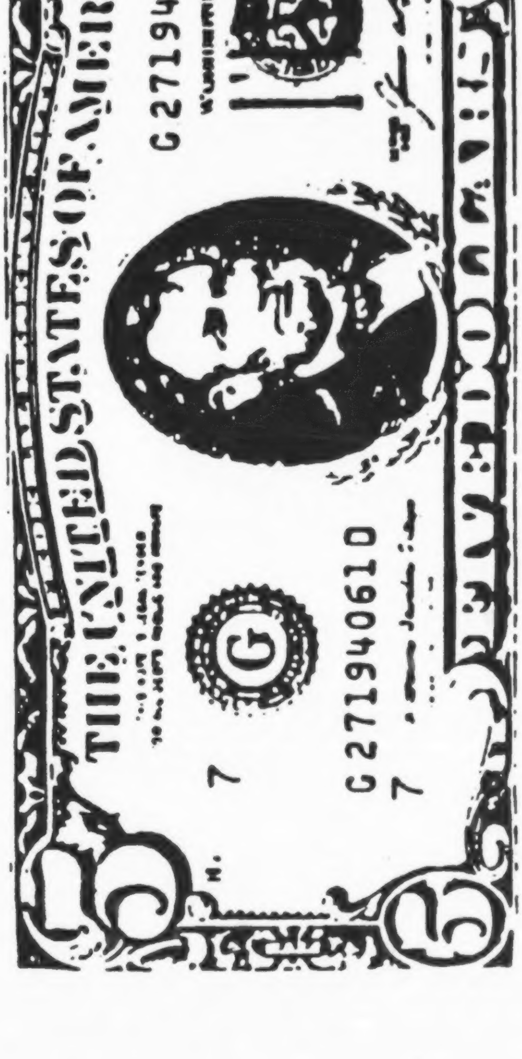
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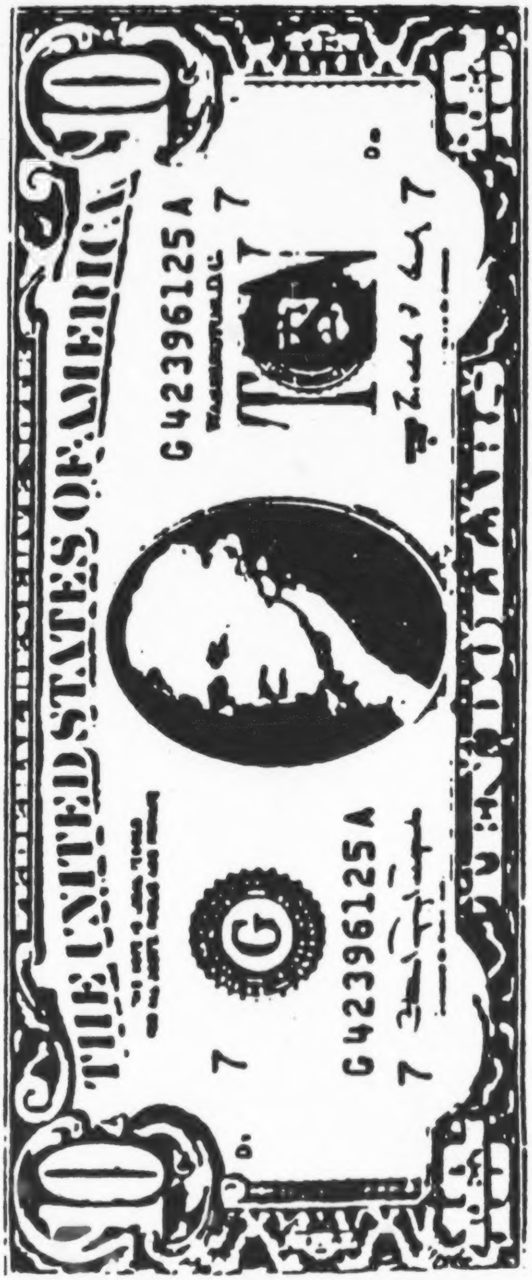

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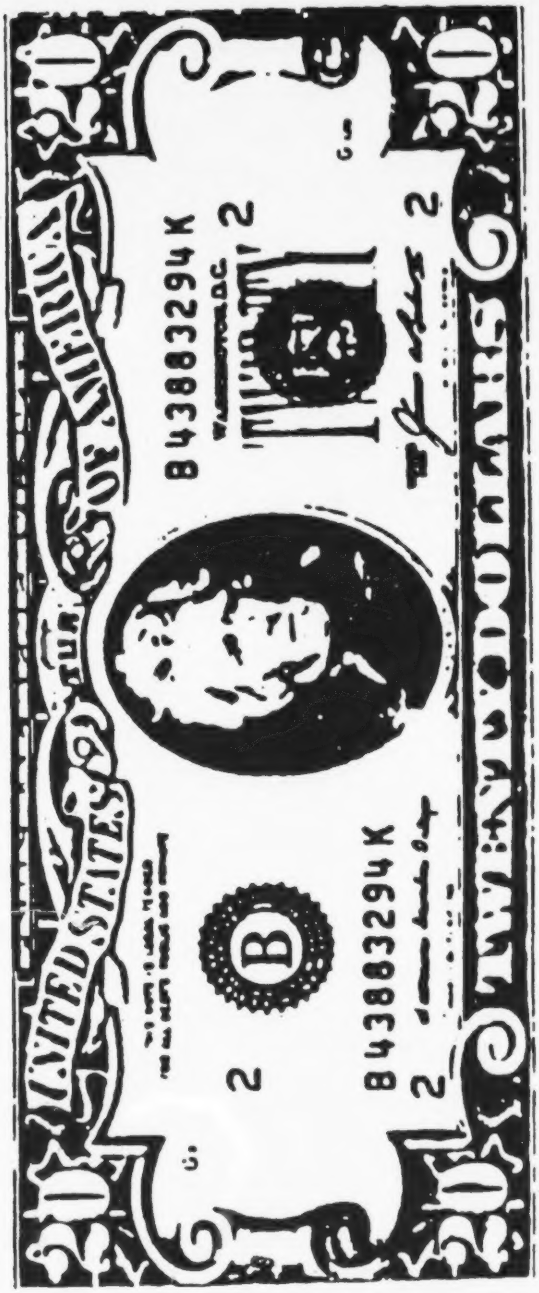
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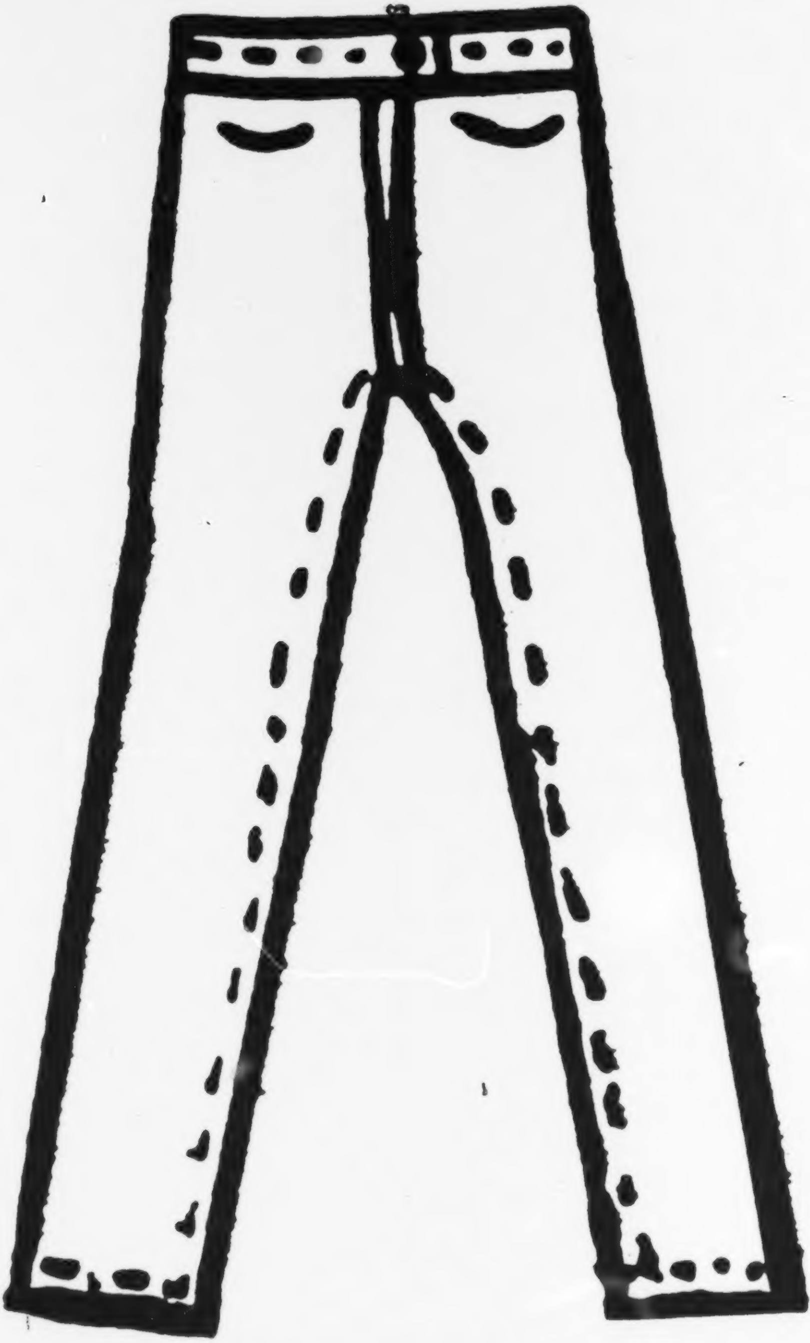

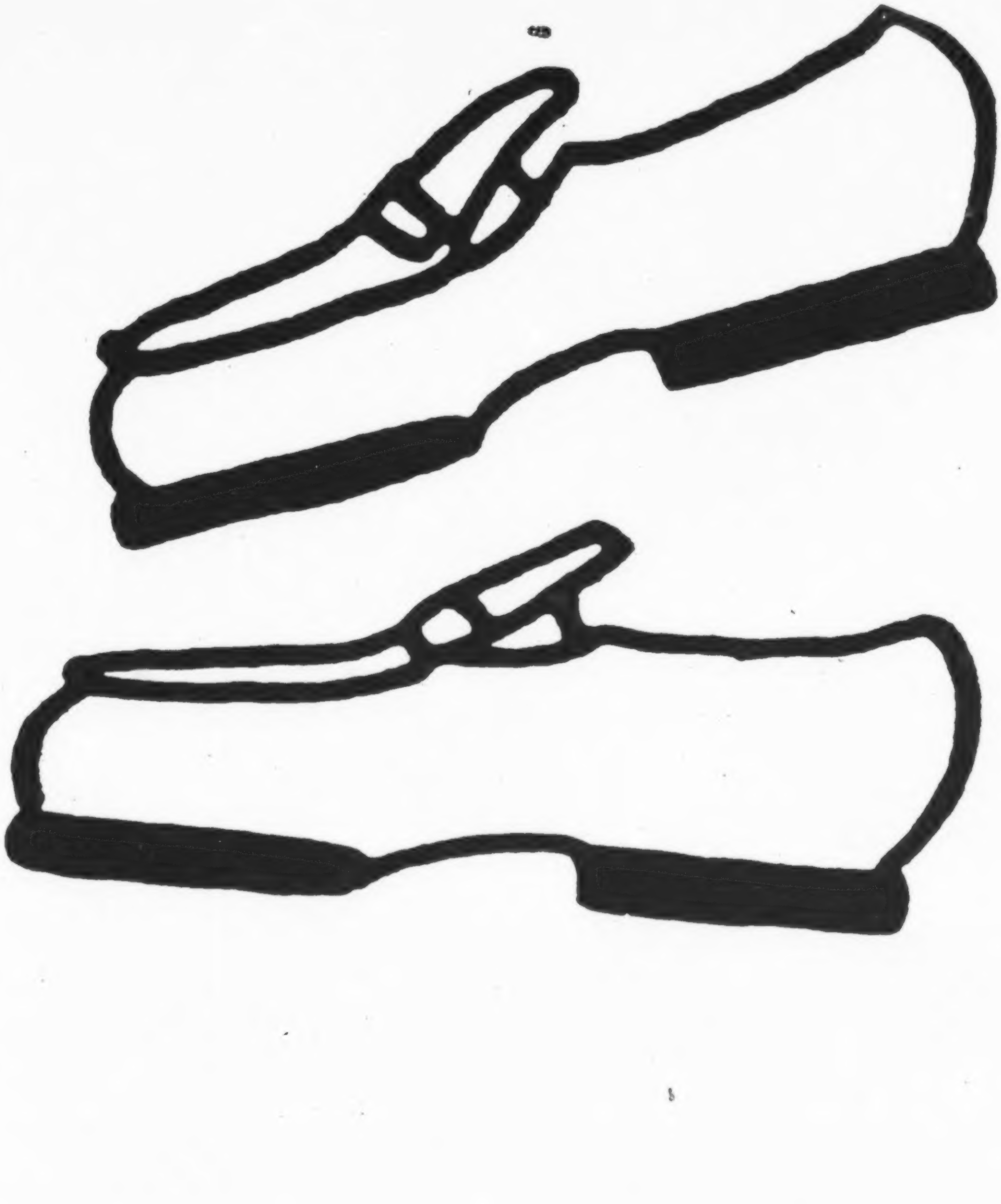

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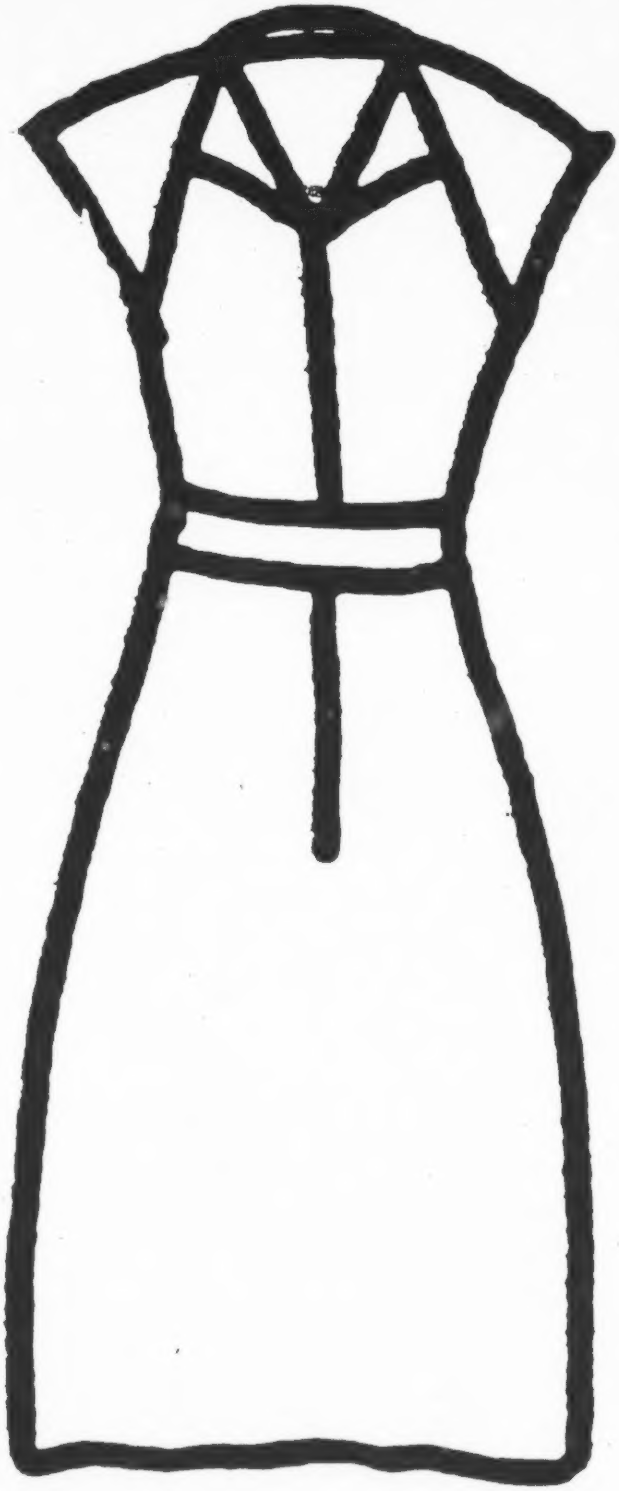

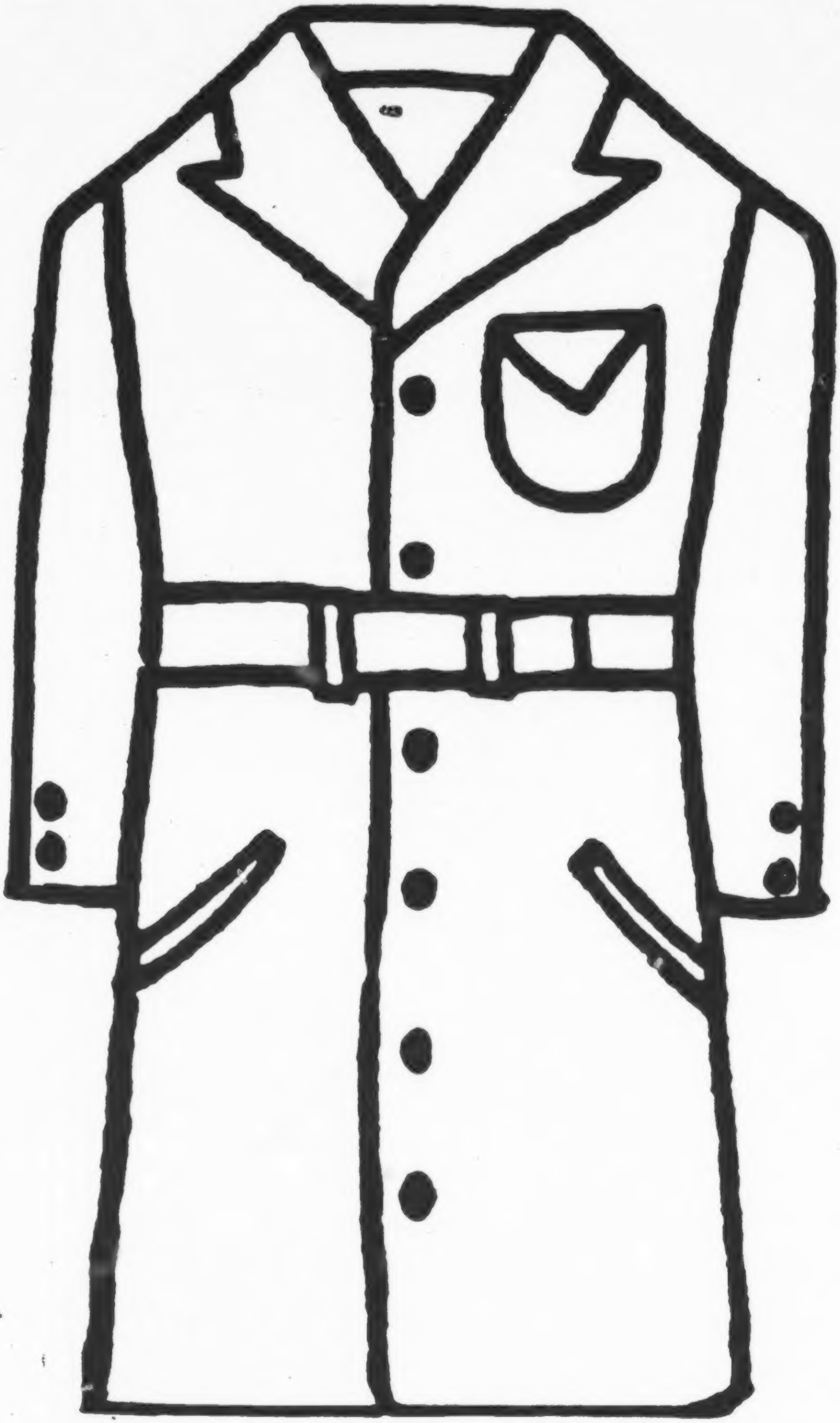

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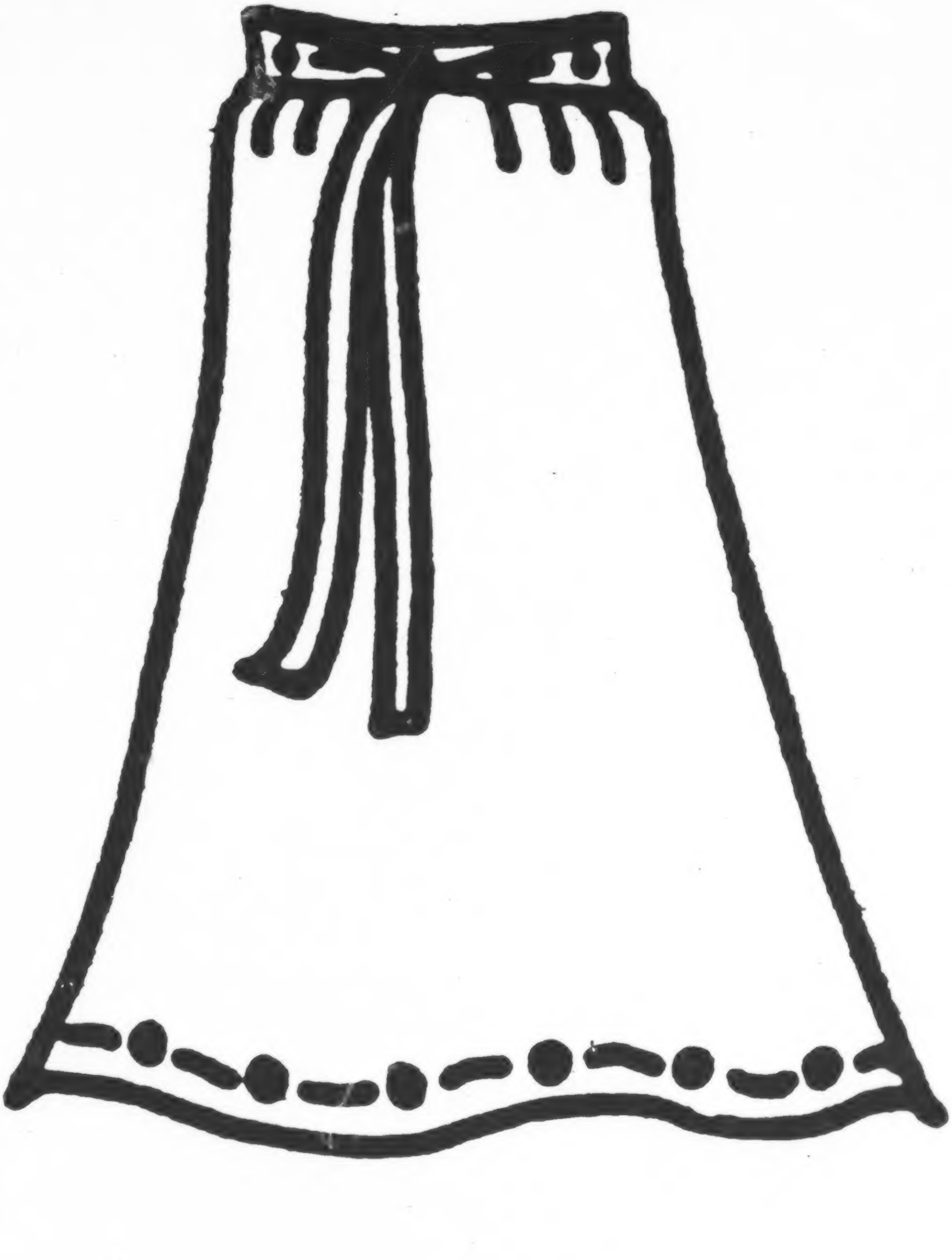

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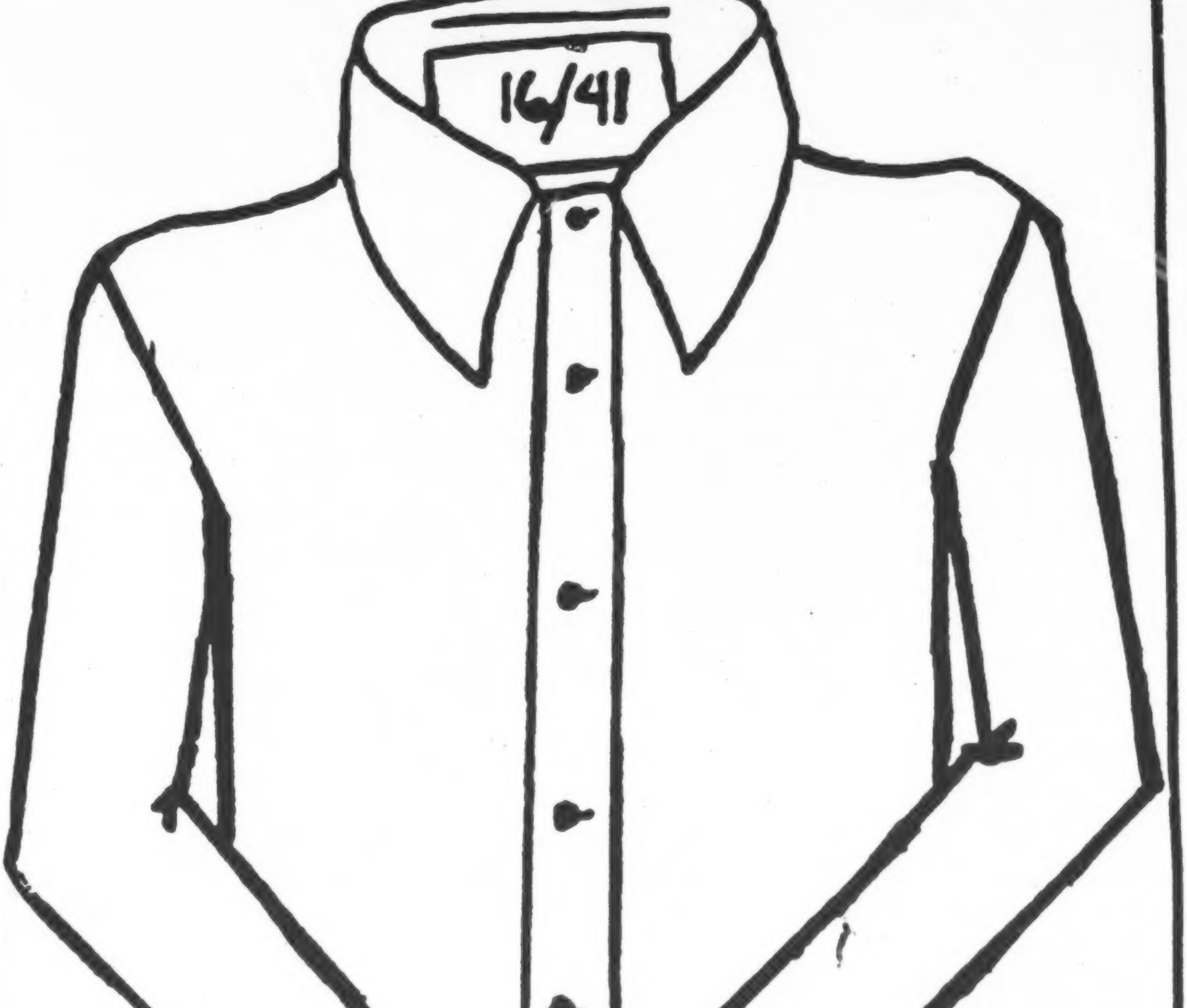
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